



Higher National Unit specification

General information

Unit title: Outside Broadcasting: An Introduction (SCQF level 8)

Unit code: H65P 35

Superclass: KA

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Unit purpose

This Unit is designed to introduce learners to the roles, technology, terminology and logistics required in outside broadcasting. This Unit is delivered as a mandatory Unit within the Outside Broadcasting in a Multi Camera Production PDA.

Outcomes

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

- 1 Demonstrate broad and integrated knowledge of the technical and creative roles in outside broadcasting.
- 2 Analyse specialist technology and workflows.
- 3 Analyse organisational and logistical requirements in outside broadcasting.

Credit points and level

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

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However it is recommended that learners have completed or are in the process of completing an HND or equivalent level qualification in Television or a related subject area.

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

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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

Demonstrate broad and integrated knowledge of the technical and creative roles in outside broadcasting.

Knowledge and/or Skills

- ◆ Technical and Creative roles
- ◆ Key Skills
- ◆ Soft Skills
- ◆ Employment options
- ◆ Research Skills

Outcome 2

Analyse specialist technology and workflows.

Knowledge and/or Skills

- ◆ Outside Broadcast Set Ups
- ◆ Outside Broadcast Equipment
- ◆ Outside Broadcast Workflow
- ◆ Specialist language and terminology

Outcome 3

Analyse organisational and logistical requirements in outside broadcasting.

Knowledge and/or Skills

- ◆ Organisational roles
- ◆ The role of the runner
- ◆ Communication Systems
- ◆ Production Co-ordination

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes.

All three Outcomes could be combined into one overall report or presentation.

Outcome 1

Learners will provide evidence of knowledge and understanding by researching and producing a report which:

- ◆ explores a minimum of three technical or creative roles in outside broadcasting and explains the requirements of the job role, and the importance of required key skills and soft skills.
- ◆ analyses and explains the structure, connections and communication flow between roles.
- ◆ describes employment status options, working patterns and challenges within this specialist sector.

Outcome 2

Learners will provide evidence of knowledge and understanding by researching and producing a report or presentation which:

- ◆ illustrates and explains outside broadcasting multi camera set ups.
- ◆ names and describes the purpose of key specialist hardware and software such as multiple channel and replay hard disk devices. This should be linked to outside broadcast trucks and live events.
- ◆ analyses the workflow used within an outside broadcasting multi camera environment.
- ◆ uses relevant and accurate terminology.

Outcome 3

Learners will provide evidence of knowledge and understanding by researching and producing a report or presentation which:

- ◆ identifies and analyses the link (hierarchy) between organisational roles within outside broadcast.
- ◆ explains the requirements of the runner role and the importance of required key skills and soft skills.
- ◆ analyses the systems used to communicate with all roles required in outside broadcast.

Learners must also include details of research sources to ensure the information provided is current and valid.



Higher National Unit Support Notes

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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 intended to be a comprehensive introduction to roles, technology and terminology used in outside broadcasting multi camera production. It is intended as an overview and starting point for further specialist training and is a mandatory Unit with the Outside Broadcasting in a Multi Camera Production PDA. It is important that this Unit is delivered with reference to current specialist equipment and with a combination of theory and hands on in the field experience. It is expected that learners will already have a solid understanding of practical television, radio or audio visual production and this will support learners who wish to directly pursue a career in this specialist sector.

Guidance on approaches to delivery of this Unit

The delivery of this Unit should include a combination of lectures, workshops, and on-site visits. It may also include the learner's individual experiences on work placement. Learners should have access to industry-based case studies and hand on experience of outside broadcast technology, filming sport, live events or entertainment programmes combined with individual research.

In terms of understanding the roles, the HBTI (Host Broadcaster Training Initiative) for the Commonwealth Games 2014 has identified roles along with key and soft skills. This information could form the basis of a lecture or case study. Another example would be call sheets from football matches; these clearly identify the number of personnel, equipment, set up times plus logistical arrangements. Field trips to outside broadcast set ups are recommended along with hands on experience of multi-channel and replay hard disk devices and edit systems.

There are resources for this available on the Creative Loop website.
<http://www.creativeloop.org/trainee-roles/>

Soft skills are extremely important within this live, dynamic and demanding sector. Punctuality, reliability, communication skills, problem solving and team working are essential.

Examples of key skills would be the ability to log content using appropriate metadata, knowledge of framing positions, building a replay move or correct positioning of microphones.

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Editorial/journalistic conventions should be recognised as all roles need to have an understanding of how their input contributes to the final output. Learners may become familiar with these through watching and analysing games, matches, live programming.

Multiple channel and replay hard disk devices are central to outside broadcast workflows. This technology should be noted within the context of the roles discussed.

Although health and safety is not noted within the Outcomes of this Unit it is recommended that it is discussed in the context of the roles and outside broadcasting in a multi camera set ups. Physical challenges such as the size/weight of the kit and being able to set up safely in all weathers and locations should be discussed.

Employment status and the challenges of working in the outside broadcasting industry should focus on the freelance nature of this workforce.

The equipment, workflow and terminology require hands-on experience/site visits to put the knowledge into context and support full understanding. The specifications and manuals of current equipment can be accessed and used as a teaching aid. Some other useful resources are noted below:

<http://www.creativeloop.org/trainee-roles/>

<http://www.sunsetvine.co.uk/home.aspx>

<http://www.evs.com/>

<http://www.sislive.tv/>

<http://www.bectu.org.uk/home>

Outcome 3 should cover the need for production management and support services to ensure that productions happen as planned. Production management involves the planning of the event, estimating and controlling costs, arranging travel and accommodation, crew rostering, booking resources such as equipment and sub-contractors.

The role of runner is crucial in the smooth running of the production. As part of the requirements of the role soft skills are of major importance. An example of this would be having common sense, being personable and being able to use initiative. In a large outside broadcasting multi camera production environment such as the Commonwealth Games 2014 it should be noted that the role will vary depending on the department that the runner is assigned to. An example of key skills within a runner role would be the confident use of administration software or being able to drive.

In terms of communication systems, the variety, importance and procedures in terms of use should be identified. Talk back systems, internal communications, mobile phone use, email are examples of this. Confidentiality and professionalism should be discussed.

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Guidance on approaches to assessment of this Unit

Evidence can be generated using different types 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.

If this Unit is delivered as part of the Outside Broadcasting in a Multi Camera Production PDA then it is suggested that the learner is issued with an instrument of assessment at the beginning of the course. They can then be tasked with gathering, recording, noting information whilst taking part in formative exercises, location visits, work experience, industry talks. The information may then be presented as an illustrated report or presentation. This could be a blog or form part of an online portfolio with the report including live links, video, stills or audio content. It may be beneficial to allocate roles for individuals in the class group to research to allow a wide spread of roles to be covered. The submitting of notes regarding research sources is a means of ensuring authentication of learners work.

It is envisaged that the summative assessment would take place prior to completion of the *Outside Broadcasting: Work Placement* Unit as learners should be applying knowledge at this point.

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, this Unit provides opportunities for developing *aspects* of the following:

Communication at SCQF level 6: Written/Oral

Learners are required to produce reports and/or presentations of their research using appropriate language and terminology to communicate their findings.

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ICT at SCQF level 6: Accessing/Processing information

Learners will use *ICT* independently and carry out complex searches across a range of tasks. They will present information in an appropriate format, evaluate it and keep their work secure.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Outside Broadcasting: An Introduction (SCQF level 8)

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 designed to introduce you to the roles, technology, terminology and logistics required in outside broadcasting in a multi camera production.

This Unit will build on knowledge and experience you have gained during the study of an HND Creative Industries: Television or equivalent award and forms a mandatory Unit within the Outside Broadcasting in a Multi Camera Production PDA.

During the Unit you will be asked to:

Demonstrate broad and integrated knowledge of the technical and creative roles in outside broadcasting

This will involve you carrying out research and producing a report or presentation which covers the roles involved in outside broadcast, the skills required and employment options.

Analyse specialist technology and workflows

This will require you to explain the outside broadcast set up including the purpose of specialist hardware and software. You will also be required to analyse the workflow used and show that you understand the specialist terminology used.

Analyse organisational and logistical requirements in outside broadcasting

This will cover the need for production management and support services to ensure that productions happen as planned. Production management involves the planning of the event, estimating and controlling costs, arranging travel and accommodation, crew rostering, booking resources such as equipment and sub-contractors and you will need to be able to analyse these requirements.

The role of runner is crucial in the smooth running of the production and you will need to show that you know the requirements of the role and its importance in a large outside broadcasting multi camera production environment.

You will be required to gather information from lectures, industry visits, case studies, work shadowing and your own individual research. The information you gather will form a report or presentation which will be used to assess your understanding, knowledge and skills.