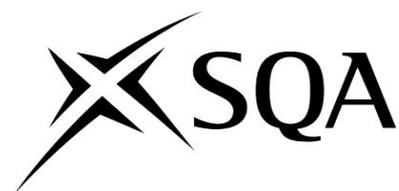




**CREATIVE INDUSTRIES**  
**(SCQF level 5)**

**First edition — published March 2011**



## National Course specification

### Creative Industries (SCQF level 5)

**COURSE CODE** C276 11

**Publication date:** March 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

### Course structure

This Course has four mandatory Units.

The mandatory Units are:

◆ FH60 11	Creative Industries: An Introduction	1 Credit (40 hours)
◆ FH61 11	Creative Industries: Skills Development	1 Credit (40 hours)
◆ FH62 11	Creative Industries: The Creative Process	1 Credit (40 hours)
◆ FH63 11	Creative Industries: Creative Project	1 Credit (40 hours)

### Recommended entry

Entry is at the discretion of the centre.

### Progression

This Course or its Units may provide progression to:

- ◆ National Qualifications courses in a range of subject areas
- ◆ National Qualifications Group Awards in the Creative Industries in a range of sectors
- ◆ Training/employment in the Creative Industries
- ◆ Further/Higher Education

## National Course specification: (cont)

### COURSE Creative Industries (SCQF level 5)

#### Credit value

The SCQF level 5 Course in Creative Industries is allocated 24 SCQF credit points at SCQF level 5.\*

*\*SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

#### Core Skills

Achievement of this Course gives automatic certification of the following:

Complete Core Skills	Working with Others (SCQF Level 5) Problem Solving (SCQF Level 5)
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There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of the Unit Specifications for this Course.

#### Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

Sector Skills Councils bridge the gap between industry, education and the government and set occupational standards that are relevant to the broad range of occupations and job roles within the creative industries.

- ◆ Skillset is the Sector Skills Council for Creative Media which comprises TV, film, radio, interactive media, animation, computer games, facilities, photo imaging, publishing, advertising and fashion and textiles.
- ◆ Creative & Cultural Skills is the Sector Skills Council for craft, cultural heritage, design, literature, music, performing and visual arts.

The SCQF level 5 Creative Industries Course has been designed to link broadly to National Occupational Standards in the Creative Industries sector and provides some of the underpinning knowledge required for the industry. The Course also gives candidates experience of the practical skills required to work in the sector and helps prepare them for further training.

## **National Course specification: (cont)**

### **COURSE** Creative Industries (SCQF level 5)

Aspects from a wide range of National Occupational Standards relevant to the Creative Industries are broadly reflected through some of the activities within the Units of the Creative Industries Course, for example:

PD1	Obtain, clarify and agree production brief
PD5	Communicate the visualisation of the production
CPD1	Improving your skills
DES6	Work effectively with others in a creative environment
DES18	Interpret the design brief and follow the design process

## National Course Specification: Course details (cont)

**COURSE** Creative Industries (SCQF level 5)

### Rationale for Skills for Work Courses

Skills for Work (SfW) Courses are designed to help candidates to develop:

- ◆ skills and knowledge in a broad vocational area
- ◆ skills and attitudes for employability
- ◆ Core Skills
- ◆ an understanding of the workplace
- ◆ positive attitudes to learning

A key feature of these Courses is the emphasis on experiential learning. This means learning through practical experience and learning by reflecting on experience.

#### Learning through practical experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - learning in real or simulated workplace settings
  - learning through role play activities in vocational contexts
  - carrying out case study work
  - planning and carrying out practical tasks and assignments

#### Learning through reflecting at all stages of the experience

- ◆ Teaching/learning programmes should include some or all of the following:
  - preparing and planning for the experience
  - taking stock throughout the experience — reviewing and adapting as necessary
  - reflecting after the activity has been completed — evaluating and identifying learning points

The Skills for Work Courses are also designed to provide candidates with opportunities for developing Core Skills and enhancing skills and attitudes for employability.

#### Core Skills

The **five** Core Skills are:

- ◆ Communication
- ◆ Numeracy
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others

## National Course Specification: Course details (cont)

### COURSE Creative Industries (SCQF level 5)

#### Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- ◆ *generic skills/attitudes valued by employers*
  - understanding of the workplace and the employee's responsibilities, for example time-keeping, appearance, customer care
  - self-evaluation skills
  - positive attitude to learning
  - flexible approaches to solving problems
  - adaptability and positive attitude to change
  - confidence to set goals, reflect and learn from experience
  
- ◆ *specific vocational skills/knowledge*
  - Course Specifications highlight the links to National Occupational Standards in the vocational area and identify progression opportunities

Opportunities for developing these skills and attitudes are highlighted in each of the Course and Unit Specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

*A Curriculum for Excellence* (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- ◆ successful learners
- ◆ confident individuals
- ◆ responsible citizens
- ◆ effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability and Core Skills in these Courses contribute to meeting these aspirations.

## National Course Specification: Course details (cont)

### **COURSE** Creative Industries (SCQF level 5)

#### **Rationale for Skills for Work: Creative Industries Course**

Research shows that in 2006, 58,000 people were employed in the creative industries in Scotland and this had risen to around 87,000 in 2007. By 2014 creative industry growth of 3,000 jobs is expected. Creative and cultural industries in Scotland contribute in the region of £3B Gross Value Added (GVA) to the UK economy.

The Department of Culture, Media and Sport (DCMS) who is responsible for UK Government policy on the creative industries has identified the industries as vital to the prosperity of the economy. The DCMS is supportive of the work of the Sector Skills Councils to ensure fit-for-purpose provision and progression opportunities for all learners.

Investigation of existing provision within SQA's portfolio and other awarding bodies in England and Wales has identified a need for a Skills for Work Course in Creative Industries at SCQF level 5 that:

- ◆ fills an identified gap in vocational education in the curriculum from S3 upwards
- ◆ meets the needs of industry
- ◆ broadly reflects National Occupational Standards
- ◆ helps candidates to develop skills and attitudes for employment within the workplace

The Creative Industries Course (SCQF level 5) has been designed to provide an introduction to the Creative Industries and its sectors, which are varied and include some or all of the following existing National Qualification areas:

- ◆ Art and Design (including photography, animation, graphic design, product design)
- ◆ English (including poetry, creative writing, editorial writing, screen/playwriting)
- ◆ Dance (including choreography, hip hop, street dance)
- ◆ Drama (including acting, theatre performance and musical theatre)
- ◆ Media Studies (including television, radio, film)
- ◆ Music (including sound production and music business)
- ◆ Technical Theatre (including set design, lighting, sound)

## **National Course Specification: Course details (cont)**

### **COURSE** Creative Industries (SCQF level 5)

The Creative Industries Course is designed to provide a qualification which reflects the knowledge and skills required for employment/further study in the wide range of sectors in the Creative Industries. It also develops an awareness of the opportunities and range of employment within a chosen sector. The Course will enable candidates to develop practical skills together with employability skills and attitudes needed to work in the Creative Industries.

## National Course specification: Course details (cont)

### **COURSE** Creative Industries (SCQF level 5)

It is anticipated that the Course will establish or help build on existing partnerships between schools, further education colleges, employers and training providers. Such partnerships will enable the Course to be delivered in a variety of appropriate learning environments with access to relevant teaching and industry expertise.

The target group for this Course is school candidates from S3 upwards in secondary education and students in Scotland's Colleges.

The general aims of the Course are to:

- ◆ provide candidates with a broad introduction to the creative industries in the UK
- ◆ provide candidates with opportunities to develop employability skills
- ◆ allow candidates to experience vocationally related learning
- ◆ encourage candidates to develop a good work ethic
- ◆ encourage candidates to take responsibility for their own learning and development
- ◆ provide candidates with opportunities to develop a range of Core Skills through practical experiences in a vocational environment
- ◆ facilitate progression to further education, employment and/or training.

The specific aims of this Course are to:

- ◆ raise candidates' awareness of the creative industries in the UK and the opportunities within sectors in terms of job roles and career options
- ◆ develop specific and generic skills and attitudes which will enhance candidates' employability within a sector
- ◆ develop practical skills
- ◆ develop presentation skills
- ◆ develop a positive and responsible attitude to work
- ◆ develop communication skills
- ◆ develop teamwork skills
- ◆ encourage skills in setting personal goals, reviewing and evaluating individual strengths and areas for improvement
- ◆ build candidates' confidence
- ◆ raise candidates' awareness of health and safety issues in a working environment
- ◆ prepare candidates for further learning opportunities, study and training opportunities in the creative industries
- ◆ encourage candidates to consider a career in the creative industries

## National Course Specification: Course details (cont)

**COURSE** Creative Industries (SCQF level 5)

### COURSE CONTENT

#### Summary of Course content

The Course provides an introduction to the creative industries in the UK with a focus on experiential learning.

Candidates will investigate a range of sectors and career opportunities in the creative industries before selecting a sector and job role of personal interest on which to focus. Candidates will have the opportunity to practise and develop specific practical skills, learn the key stages of a creative process and work as part of a team to plan and implement a creative project.

A key focus of the Course is to provide candidates with the opportunity to work with others to plan, develop, implement and evaluate a creative project in response to a given brief.

This Course is ideally suited to a wide range of creative contexts, eg:

- ◆ musical show
- ◆ art exhibition/display
- ◆ production of school year book
- ◆ production of music CD
- ◆ drama production
- ◆ animated short film
- ◆ website or blog
- ◆ fashion show
- ◆ community project

The Course also provides opportunities to deliver the creative project through cross-curricular activities. For example, a musical production could involve music, dance, drama and art or the production of a music CD could involve music and art and design.

The Course places emphasis on developing candidates' creativity as well as the employability skills and attitudes valued by employers which will help to prepare candidates for the workplace.

Employability skills are reviewed by candidates and they will seek feedback from their peers and assessors as appropriate. Candidates will evaluate their own strengths and areas for improvement while reviewing their skills, qualifications and experience against selected job roles.

The employability skills assessed in this Course are:

- ◆ positive attitude to learning and the workplace
- ◆ understanding roles and responsibilities in the workplace
- ◆ awareness of the creative industries and roles within it
- ◆ awareness of entrepreneurial skills
- ◆ awareness of health and safety guidelines
- ◆ working co-operatively with others

## National Course Specification: Course details (cont)

### **COURSE** Creative Industries (SCQF level 5)

- ◆ working independently
- ◆ communication skills
- ◆ presentation skills
- ◆ use of appropriate IT skills
- ◆ confidence to seek, give and receive feedback
- ◆ confidence to set targets, reflect and learn from experience
- ◆ reviewing and evaluating own and others' skills development
- ◆ finding, gathering, organising, presenting and evaluating information
- ◆ planning and preparation
- ◆ time management skills and working to deadlines
- ◆ contributing creatively to practical projects
- ◆ selecting and creatively using appropriate resources, equipment and techniques
- ◆ flexible approach to problem solving
- ◆ practical skills in specific subject area

### **Summary of Unit content**

#### **Creative Industries: An Introduction (SCQF level 5)**

**1 credit (40 hours)**

The Unit introduces candidates to different sectors of the creative industries and the career paths, job roles and responsibilities of those working within the industry. The Unit will raise awareness of the employability skills and qualifications required by the industry. It also focuses on the generic skills and attitudes valued by employers and provides opportunities for candidates to evaluate their own progress, taking into account peer and teacher/lecturer feedback, and to set targets to improve their employability profile.

The Unit allows candidates to work on practical tasks such as gathering industry and career information, matching their career interests to job requirements and evaluating their personal employability skills for the creative industries.

#### **Creative Industries: Skills Development (SCQF level 5)**

**1 credit (40 hours)**

The focus of this Unit is primarily on practical activity. It is designed to allow candidates the opportunity to practise and develop their craft and improve practical skills associated with a chosen job role in the creative industries. The candidate will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative working environment.

The Unit requires candidates to seek feedback from others and evaluate the effectiveness of the approaches used.

#### **Creative Industries: The Creative Process (SCQF level 5)**

**1 credit (40 hours)**

The focus of this Unit is creative thinking and collaborative working. The Unit will provide candidates with an awareness of the key stages of a creative process. Candidates will be given a brief to interpret and they will contribute their own creative ideas to an overall team response.

## **National Course Specification: Course details (cont)**

### **COURSE**     Creative Industries (SCQF level 5)

Candidates will be encouraged through discussion to explore different solutions to the given brief. They will work collaboratively to prepare and present a team response to the given brief. Candidates will also evaluate the team response to the brief.

#### **Creative Industries: Creative Project (SCQF level 5)     1 credit (40 hours)**

The focus of this Unit is primarily on practical activity carried out in a creative context. Candidates will work as part of a team throughout the planning and implementation of a creative project to a given brief. Candidates will contribute to, and participate in all stages of the implementation of a creative project and evaluate the completed project and their contribution to it. This Unit encourages the candidate to use creative processes to plan, implement and evaluate a creative project.

This Unit will give candidates the opportunity to develop their creativity alongside key employability skills such as working with others and problem solving.

## National Course Specification: Course details (cont)

**COURSE** Creative Industries (SCQF level 5)

### Assessment

To achieve the Course award the candidate must successfully achieve all the Units which make up the Course. There is no externally assessed component in this Course.

### Assessment objectives

Assessment across the Units of this Course will allow candidates to demonstrate:

- ◆ practical skills required in a sector of the creative industries
- ◆ generic and specific employability skills and attitudes valued by employers
- ◆ awareness of health and safety guidelines
- ◆ knowledge and understanding of working in the creative industries
- ◆ skills associated with research and planning
- ◆ review and evaluation skills
- ◆ working with others in teams
- ◆ problem solving skills
- ◆ presenting skills

Assessment of the Course is through a range of methods including a candidate folio and practical activities. Practical activities will be supported by assessor observation checklists.

### Unit assessment

**Creative Industries: An Introduction (SCQF level 5) 1 credit (40 hours)**

Written and/or oral evidence is required for this Unit.

Written and/or oral evidence for Outcomes 1, 2 and 3 is required to show candidates' understanding of the creative industries, job roles, career options and the skills and qualifications needed for a job role of personal interest within a chosen sector of the creative industries.

This will take the form of a folio that the candidate will gather in open-book conditions at appropriate points throughout the Unit.

Candidates will undertake a review of their employability skills at three appropriate points in the Unit delivery. Candidates will gather feedback from the teacher/lecturer on two occasions and another person on one occasion. The other person can be, for example, another candidate or placement supervisor who has observed the candidate.

## National Course Specification: Course details (cont)

### **COURSE** Creative Industries (SCQF level 5)

#### **Creative Industries: Skills Development (SCQF level 5) 1 credit (40 hours)**

Performance evidence and written and/or oral evidence is required for this Unit. Evidence for the three Outcomes will be gathered in a folio in open-book conditions throughout the Unit.

Performance evidence must show that candidates are able to demonstrate development and refinement of their own practical skills. Assessor observation checklists must be used to support performance evidence.

Written and/or oral evidence is required which demonstrates that candidates can identify approaches for skills development and briefly plan how they will be implemented. An evaluation of candidates' own skills development is also required.

#### **Creative Industries: The Creative Process (SCQF level 5) 1 credit (40 hours)**

Performance evidence and written and/or oral evidence is required for this Unit.

Candidates will produce and present a personal response to a brief to their team for discussion. They will also contribute to discussions on the planning, development and presentation of the team response to this brief. Evidence is required that demonstrates the candidate has effectively carried out any agreed tasks. Performance evidence will be supported by an assessor observation checklist.

Candidates will be required to identify strengths and areas for improvement in terms of the team's response in meeting the requirements of the brief.

#### **Creative Industries: Creative Project (SCQF level 5) 1 credit (40 hours)**

Performance evidence and written and/or oral evidence is required for this Unit.

Performance evidence is required to demonstrate that candidates can contribute to the team planning and implementation of a creative project. Candidates must demonstrate their ability to carry out agreed tasks as planned.

Written and/or oral evidence is required to demonstrate that candidates can evaluate both their own and the team contribution to the creative project, the implementation of the project and identify action points to improve future creative projects.

Assessor observation checklists must be used to support performance evidence.

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank packs (NABs). The NABs for these Units illustrate the standard that should be applied and include candidate proformas, example briefs, assessor checklists and review sheets. If a centre wishes to design its own assessment for these Units they must be of a comparable standard.

## **National Course Specification: Course details (cont)**

**COURSE** Creative Industries (SCQF level 5)

### **Quality Assurance**

The Units of all National Courses are subject to internal verification and may also be chosen for external verification by SQA. This is to ensure that national standards are being applied across all subjects.

To assist centres, Internal Assessment reports are published on SQA's website  
**[www.sqa.org.uk](http://www.sqa.org.uk)**

## National Course Specification: Course details (cont)

**COURSE** Creative Industries (SCQF level 5)

### Guidance on Learning/Teaching and Assessment Approaches for this Course

#### Suggested order/sequence of delivery

Centres should ensure that an induction to the Course is given, which will enable candidates to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the creative industries, are emphasised at this time.

While individual centres should decide the sequence of delivery which is most appropriate to them it is suggested that the Unit *Creative Industries: An Introduction* is introduced early in the Course to raise candidates' awareness of the broad range of sectors within the creative industries and the variety of career opportunities that are possible. Outcome 3 of this Unit requires candidates to review their own employability skills and it is recommended that assessment is integrated with practical activities throughout the Course. It is suggested that the second and third reviews take place towards the middle and end of the Course.

It would be appropriate that the Unit *Creative Industries: Skills Development* is integrated with the other Units. For example, Outcome 1 of this Unit could be integrated with Outcomes 2 and 3 in the Unit *Creative Industries: An Introduction*. Using an integrated approach could also mean that Outcomes 2 and 3 of *Creative Industries: Skills Development* could be delivered at the early stages of the Unit *Creative Industries: Creative Project* where candidates may need to continue to improve practical skills required to carry out any agreed tasks in the creative project.

Practical activities are the key focus of the Unit *Creative Industries: Skills Development* and it is recommended they take place on an on-going basis throughout the duration of the Course. For example, the practical skills associated with theatre design, playing a guitar or computer animation being developed in Outcome 2 of this Unit may reflect the tasks the candidate will carry out in the Unit *Creative Industries: Creative Project*.

It would also be appropriate for the Unit *Creative Industries: The Creative Process* to be integrated with the Unit *Creative Industries: Creative Project*. For example, it is suggested that the same contexts and brief could be used for both Units.

It is recommended that the Unit *Creative Industries: Creative Project* would be delivered towards the end of the programme of study when candidates are in a position to demonstrate the knowledge and skills they have acquired.

## National Course Specification: Course details (cont)

### **COURSE** Creative Industries (SCQF level 5)

#### **Learning and Teaching**

The main approaches to learning in this Course should be experiential and candidate centred. Candidates should have the opportunity to develop practical skills in a creative environment and, if possible, in a realistic work place setting. Given the practical nature of teaching/learning and assessment, centres should ensure that teaching blocks are of sufficient time to allow a meaningful experience for candidates.

Candidates will achieve maximum benefit from this Course if schools and colleges can work in partnership with employers and creative industries practitioners. By allowing candidates to access a real working environment, they will gain a much broader understanding of what working in the creative industries entails whilst helping to develop positive attitudes towards the workplace.

Centres should provide an induction to each Unit as well as the induction to the Course as a whole. This will help candidates to understand what is required of them for each Unit and the approaches to be taken.

As part of teaching and learning, candidates should be encouraged to take responsibility for their own learning and development. In the practical Units of the Course, candidates need to make choices and plan and carry out their own tasks. This provides a good opportunity to motivate candidates to take pride in their own work. The integration of employability skills, in particular self-evaluation skills, will allow candidates to take responsibility for seeking feedback and identifying action points for improvement in their own performance. This should help to develop confidence in taking advice and in asking for direction and assistance where necessary.

The Course is designed to be mainly practical and, where possible, each part of the learning and teaching should incorporate both theory and practice to facilitate learning. Health and safety is integral to all practical tasks and should be emphasised at the start of, and throughout, each session.

Opportunities to develop aspects of Core Skills should be used wherever they arise naturally within the four Course Units. Communication skills will be developed in written and/or oral format when undertaking research, producing evaluations, as well as when working in a group and communicating with others. Opportunities arise for problem solving in meeting the requirements of a project brief or when encountering creative or technical problems during the creative process. Opportunities for the use of ICT arise during all Units and opportunities for working with others is, again, available throughout all Units but particularly during *Creative Industries: The Creative Process* and *Creative Industries: Creative Project*.

Candidates should be encouraged throughout the Course to obtain information through different media. They should make full use of the internet, journals, books, national and local publications, etc. Candidates should be encouraged to play an active part in their own learning by discussing their own views and thoughts on the creative industries, careers and personal preferences with peers and teaching staff.

## National Course Specification: Course details (cont)

### **COURSE** Creative Industries (SCQF level 5)

#### **Unit assessment**

Further details about Unit assessment for this Course can be found in the Unit Specifications and the National Assessment Bank items (NABs).

Each Unit will be supported by a NAB pack which will illustrate the standard that should be applied. It includes candidate proformas, example briefs, review sheets and assessor observation checklists.

#### **Visiting practitioners/visits to the workplace**

Centres are encouraged to develop links with employers and industry practitioners who may be able to offer support in terms of visiting speakers and arranging a visit to a workplace. This is particularly relevant to all the Units but in particular *Creative Industries: An Introduction* and *Creative Industries: Skills Development*. Such visits will be helpful when investigating the different job roles within sectors and will provide candidates with a realistic view of jobs, roles, responsibilities and working conditions within the creative industries.

#### **Health and Safety**

Centres must ensure that relevant health and safety guidelines are followed at all times including when candidates are undertaking activities outwith the centre. Candidates should be given relevant information and advice on topics such as protective equipment and clothing and use of chemical substances, where appropriate. For example dyes, safe use of electrical equipment, etc.

Centres are advised to become familiar with, for example:

- ◆ Health and Safety at Work Act (HASAW)
- ◆ Control of Substances Hazardous to Health (COSHH)
- ◆ Provision and Use of Work Equipment Regulations (PUWER)

#### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates 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](http://www.sqa.org.uk/assessmentarrangements)

## National Course Specification: Course details (cont)

**COURSE:** Creative Industries (SCQF level 5)

### Appendix: Employability Skills Profile

In addition to the specific, vocational skills developed and assessed in this Course, employability skills are addressed as detailed in the table below. For the purposes of the table, the Units are referred to as A, B, C and D as indicated.

Creative Industries: An Introduction	= A
Creative Industries: Skills Development	= B
Creative Industries: The Creative Process	= C
Creative Industries: Creative Project	= D

Employability skill/attitude	Evidence
◆ Positive attitude to learning and the workplace	A B C D
◆ Understanding roles and responsibilities in the workplace	A B C D
◆ Awareness of the Creative Industries and roles within it	A B D
◆ Awareness of entrepreneurial skills	A C
◆ Awareness of health and safety guidelines	A B C D
◆ Working cooperatively with others	A C D
◆ Working independently	A B C D
◆ Communication skills	A B C D
◆ Presentation skills	A C
◆ Use of appropriate IT skills	A B C D
◆ Confidence to seek, give and receive feedback	A B C D
◆ Confidence to set targets, reflect and learn from experience	A B C D
◆ Reviewing and evaluating own and others' skills development	A B C D
◆ Finding, gathering, organising, presenting and evaluating information	A B C D
◆ Planning and preparation	A B C D
◆ Time management skills and working to deadlines	A B C D
◆ Contributing creatively to practical projects	A D
◆ Selecting and creatively using appropriate resources, equipment and techniques	A B C D
◆ Flexible approach to problem solving	A B C D
◆ Practical skills in specific subject area	A B D

## History of changes

Version	Description of change	Date

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## National Unit Specification: general information

**Unit title** Creative Industries: An Introduction (SCQF level 5)

**Unit code** FH60 11

**Superclass:** AF

**Publication date:** March 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

### Summary

This Unit has been designed as a mandatory Unit of the Creative Industries Course at SCQF level 5. It is suited to candidates who have an interest in and may be considering a career in the Creative Industries, as well as those whose interest is more general.

The Unit introduces candidates to different sectors of the Creative Industries and the career paths, job roles and responsibilities of those working within the industry. The Unit will raise awareness of the employability skills and qualifications required by the industry. It also focuses on the generic skills and attitudes valued by employers and provides opportunities for candidates to evaluate their own progress, taking into account peer and teacher/lecturer feedback, and to set targets to improve their employability profile.

The Unit allows candidates to participate both collaboratively and on their own in practical tasks such as gathering industry and career information, matching their career interests to job requirements and evaluating their personal employability skills for the Creative Industries.

### Outcomes

- 1 Investigate the Creative Industries in the UK.
- 2 Investigate employment within a chosen sector of the Creative Industries.
- 3 Review and evaluate own employability skills.

## **General information (cont)**

**Unit title:** Creative Industries: An Introduction (SCQF level 5)

### **Recommended entry**

Entry is at the discretion of the centre.

### **Credit points and level**

1 credit at SCQF level 5: (6 SCQF credit points at SCQF level 5\*)

*\*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 Doctorates.*

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

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

## **National Unit Specification: statement of standards**

**Unit title:** Creative Industries: An Introduction (SCQF level 5)

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**

Investigate the Creative Industries in the UK.

#### **Performance Criteria**

- (a) Identify and describe sectors within the Creative Industries in the UK.
- (b) Describe relevant legal parameters affecting a sector of your own choice.
- (c) Identify and describe the main health and safety legislation relevant to the chosen sector.
- (d) Identify and describe agencies and organisations relevant to the chosen sector.
- (e) Organise and present findings.

### **Outcome 2**

Investigate employment within a chosen sector of the Creative Industries.

#### **Performance Criteria**

- (a) Investigate employment opportunities.
- (b) Identify and describe job roles and career paths.
- (c) Identify employability skills, qualifications and responsibilities required for a personally selected job role.
- (d) Organise and present findings.

### **Outcome 3**

Review and evaluate own employability skills.

#### **Performance Criteria**

- (a) Identify own strengths and areas for improvement in specified employability skills.
- (b) Seek feedback from others when reviewing specified employability skills.
- (c) Set targets for improvement in specific employability skills.
- (d) Evaluate progress in achieving these targets over a set period of time.

## National Unit Specification: statement of standards (cont)

**Unit title:** Creative Industries: An Introduction (SCQF level 5)

### Evidence Requirements for this Unit

Written and/or oral evidence which covers all the Outcomes and Performance Criteria is required for this Unit.

The terms *sector*, *career paths*, and *job roles* are used in this Unit to mean:

- ◆ Sector: area of Creative Industries such as music, drama, dance, etc
- ◆ Career paths: progression route through a hierarchy of job roles
- ◆ Job roles: musician, illustrator, choreographer, etc

The evidence will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence for Outcomes 1, 2 and 3 will be gathered in a candidate folio.

It is the centre's responsibility to ensure that the evidence collected is the candidate's own work.

### Outcomes 1 and 2 – Written and/or oral evidence

The evidence will be gathered in a folio which includes:

- ◆ a list of four sectors and a brief description of the types of creative products each sector is engaged in providing.
- ◆ information on one chosen sector to include:
  - brief description of the relevant legal parameters affecting the chosen sector
  - brief description of relevant health and safety legislation
  - minimum of two agencies/organisations relevant to the chosen sector and a brief description of the purpose of each
- ◆ information on four employment opportunities from a chosen sector within the Creative Industries which includes a brief description of two significant issues affecting self-employed and freelance workers
- ◆ identification of three job roles from the chosen sector of the Creative Industries which includes:
  - description of each of the job roles
  - description of a possible career path from each of the three job roles identified
- ◆ information on one selected job role which includes:
  - description of employability skills, key responsibilities and possible qualifications required for the job role

## National Unit Specification: statement of standards (cont)

**Unit title** Creative Industries: An Introduction (SCQF level 5)

### Outcome 3 – Candidate reviews

Evidence requirements for Outcome 3 will take the form of three completed candidate reviews which will give candidates the opportunity to record their progress in developing their specific employability skills over a set period.

Each review will include the following:

- ◆ A record of candidates' analysis of own strengths and weaknesses in relation to the following employability skills:
  - Positive attitude to learning and the workplace
  - Understanding roles and responsibilities in the workplace
  - Awareness of the Creative Industries and roles within it
  - Awareness of entrepreneurial skills
  - Awareness of health and safety guidelines
  - Working cooperatively with others
  - Working independently
  - Communication skills
  - Presentation skills
  - Use of appropriate IT skills
  - Confidence to seek, give and receive feedback
  - Confidence to set targets, reflect and learn from experience
  - Reviewing and evaluating own and others' skills development
  - Finding, gathering, organising, presenting and evaluating information
  - Planning and preparation
  - Time management skills and working to deadlines
  - Contributing creatively to practical projects
  - Selecting and creatively using appropriate resources, equipment and techniques
  - Flexible approach to problem solving
  - Practical skills in specific subject area
  
- ◆ A record of feedback gathered from others in relation to the specified employability skills.

Candidates will gather feedback from the teacher/lecturer on two occasions and another person on one occasion. The other person can be, for example, another candidate or placement supervisor who has observed the candidate.
  
- ◆ A record of targets set and areas identified for improvement in relation to these employability skills.
  
- ◆ An evaluation of progress towards achievement of these targets over a set period of time.

The first review will take place at an early stage of the Unit, one will be completed at an appropriate point during the Unit and the third will be carried out towards the end of the Unit.

## **National Unit Specification: statement of standards (cont)**

### **Unit title**      Creative Industries: An Introduction (SCQF level 5)

Where this Unit is being delivered as part of the Creative Industries Course at SCQF level 5, it would be appropriate that the assessment for Outcome 3 is integrated with practical activities throughout the Course.

Candidates will complete the reviews based on their experiences and learning to date. The reviews will be completed in supervised open-book conditions. On each occasion the candidate must sign and date each review sheet. The review sheets will be countersigned by the assessor.

Opportunities will occur throughout the Course to identify, develop and practise the relevant skills, which are the basis of the reviews.

The National Assessment Bank material (NAB) provided for this Unit illustrates the standard that should be applied. It includes candidate pro formas, review sheets and assessor checklists. If a centre wishes to design its own assessments for this Unit, they must be of a comparable standard.

## National Unit specification: support notes

### Unit title Creative Industries: An Introduction (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes 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 has been designed as a mandatory Unit of the Creative Industries Course at SCQF level 5.

The Unit is intended to provide a basic introduction to the Creative Industries and the opportunities that exist within it. The candidate will carry out some research into a minimum of four different sectors, before selecting a sector of personal interest to focus on.

This research may involve reading, research using the internet, the use of CDs, DVDs, visiting real workplace environments and interacting with people who work in the industry.

### Outcome 1

This Outcome is designed to raise candidates' awareness of the range of sectors within the Creative Industries in the UK.

It is important for candidates to understand that each of the four chosen sectors offers many different career opportunities and routes. Candidates will describe these opportunities for each of the four sectors chosen. For example, in the theatre sector it is possible to follow the technical path of set construction, lighting or sound. This research should increase candidates' awareness of the many career opportunities within sectors of the Creative Industries that might otherwise have been unknown.

Candidates are required to choose one sector of personal interest for further investigation and present information on legal parameters and relevant health and safety legislation. Examples of agencies and professional associations associated with the chosen sector and a description of the purpose of each is also required. This research should generate candidates' understanding of:

- ◆ legal parameters such as copyright, plagiarism
- ◆ health and safety legislation such as Control of Substances Hazardous to Health regulations (COSHH), Provision and Use of Work Equipment Regulations (PUWER), Electricity at Work Regulations (EAW)
- ◆ agencies and organisations such as *Creative Scotland* the *Department of Culture, Media and Sport* and *Skills Development Scotland* and what they do

## National Unit Specification: support notes

**Unit title** Creative Industries: An Introduction (SCQF level 5)

### Outcome 2

Candidates should be encouraged to explore a wide range of employment opportunities and discuss any specific challenges associated with being self employed or working freelance in the Creative Industries. Examples include pay level, finance and marketing issues.

Information about career paths and progression routes for each of the three identified job roles may identify a hierarchy of different levels of responsibility and for other routes it may demonstrate very different roles in different areas. During this research opportunities will arise for candidates to note, and be encouraged to discuss in groups, how one sector interfaces with another and that often job roles overlap. For example, how graphic design interfaces with advertising or how music production works with broadcast media, etc.

During these Outcomes opportunities will arise for candidates to consider the range of practical skills needed to work in a sector of the Creative Industries.

When investigating Outcomes 1 and 2 candidates may find the following websites useful:  
*[www.creative-choices.co.uk/blueprint](http://www.creative-choices.co.uk/blueprint), [www.creativescotland.com](http://www.creativescotland.com),  
[www.skillsdevelopmentscotland.co.uk](http://www.skillsdevelopmentscotland.co.uk), [www.skillset.org](http://www.skillset.org),, [www.ccskills.org.uk](http://www.ccskills.org.uk).*

## National Unit Specification: support notes (cont)

**Unit title** Creative Industries: An Introduction (SCQF level 5)

### Outcome 3

This Outcome is intended to give candidates the opportunity to evaluate and review their performance in employability skills. They will be expected to seek and accept comment from others on those employability skills. They will then be expected to take responsibility for improving their performance by identifying areas for improvement both by self-evaluation and by taking feedback from others. This should include setting targets and evaluation of progress towards these targets over a set period of time. It should also include recording these reviews and progress in a suitable manner.

### Employability Skills

- ◆ Positive attitude to learning and the workplace
- ◆ Understanding roles and responsibilities in the workplace
- ◆ Awareness of the Creative Industries and roles within it
- ◆ Awareness of entrepreneurial skills
- ◆ Awareness of health and safety guidelines
- ◆ Working cooperatively with others
- ◆ Working independently
- ◆ Communication skills
- ◆ Presentation skills
- ◆ Use of appropriate IT skills
- ◆ Confidence to seek, give and receive feedback
- ◆ Confidence to set targets, reflect and learn from experience
- ◆ Reviewing and evaluating own and others' skills development
- ◆ Finding, gathering, organising, presenting and evaluating information
- ◆ Planning and preparation
- ◆ Time management skills and working to deadlines
- ◆ Contributing creatively to practical projects
- ◆ Selecting and creatively using appropriate resources, equipment and techniques
- ◆ Flexible approach to problem solving
- ◆ Practical skills in specific subject area

These skills can be practised, reviewed and evaluated in real or simulated workplace environments, individual or group activities. Throughout the Creative Industries Course at SCQF level 5 opportunities will arise to practise, review and evaluate employability skills, for example by carrying out activities in the following Units:

*Creative Industries: Skills Development*

*Creative Industries: The Creative Process*

*Creative Industries: Creative Project*

## National Unit Specification: support notes (cont)

**Unit title** Creative Industries: An Introduction (SCQF level 5)

### Guidance on learning and teaching approaches for this Unit

Centres must ensure that, where appropriate, relevant health and safety guidelines are followed at all times, both in and outwith the centre.

Centres should ensure that a brief induction to the Unit is given, which will enable candidates to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the Creative Industries, are stressed at this time.

The Unit, therefore, should incorporate a variety of approaches to learning and teaching which may include:

- ◆ teacher/lecturer presentations
- ◆ group work and discussion
- ◆ practical activities
- ◆ video/DVD presentations
- ◆ visiting speakers
- ◆ visits to workplaces
- ◆ handouts

The involvement of industry practitioners should be sought since those working in the industry will have information and a strong knowledge of working conditions and practices within the Creative Industries.

It is further advised, wherever possible, to attract practitioners from different sectors to give candidates as broad an experience as possible. Such practitioners will be able to give candidates a realistic view of the Creative Industries, the wide range of options available within it, and employment opportunities for new entrants.

It is recommended that delivery of this Unit is integrated with the other Units in the Course. It is important that those responsible for the delivery of this Unit as part of the Course specify and identify where opportunities arise to develop and assess employability skills.

It is also important that candidates get support and feedback from a teacher/lecturer on their self evaluation and progress. Feedback should highlight aspects where candidates performed well and areas for improvement. Discussion with candidates, using the feedback, will help candidates to identify action points for improvement.

Time should be set aside to allow candidates to reflect and evaluate.

## **National Unit Specification: support notes (cont)**

**Unit title:** Creative Industries: An Introduction (SCQF level 5)

### **Opportunities for developing Core Skills**

In this Unit, candidates will develop skills valued by employers. Candidates will carry out an investigation and organise and present information. Candidates will also be encouraged to take responsibility for improving their own performance through self-evaluation, taking feedback from others, setting goals for improvement, reflecting and evaluating. Candidates may choose to work in groups or pairs to investigate the creative industries. They may use the internet to carry out some of this research or other forms of technology to present their findings. These are good opportunities for developing aspects of the following Core Skills:

- ◆ Communication
- ◆ Information and Communication Technology
- ◆ Working with Others

The opportunity should be taken during this Unit to emphasise that the employability skills, and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

### **Guidance on approaches to assessment for this Unit**

For Outcomes 1 and 2 a folio of evidence will be produced by each candidate. The evidence should be gathered during the first half of the Unit and the presentation of their findings should take place towards the end of the Unit. Teachers/lecturers, where possible, should give candidates the choice as to their preferred method of presentation. Candidates should be encouraged to be as imaginative as possible when compiling and presenting their folio.

For Outcome 2 candidates will investigate four employment opportunities. They will then investigate three job roles, which may or may not follow on from this initial research. Finally, they will focus on one job role in more detail. They may continue to investigate one of the job roles identified in PC(b) or can choose a different job role.

Candidates could present:

- ◆ a written report with supporting evidence
- ◆ a PowerPoint presentation
- ◆ a display
- ◆ a video diary
- ◆ a paper-based folio
- ◆ a web page or blog
- ◆ a sketch book
- ◆ an audio recording

The assessment may be carried out in the context of an individual, group or class event.

## National Unit Specification: support notes (cont)

**Unit title:** Creative Industries: An Introduction (SCQF level 5)

It is recommended that assessment for Outcome 3 is integrated with practical activities throughout the Course. This means that the evidence can be gathered over a period of time at appropriate points during the Course allowing the candidate the opportunity to record their progress in developing employability skills. This will allow the setting of targets after each of the reviews and progress to be noted at the following review.

Where this Unit is being delivered as part of the Creative Industries Course at SCQF level 5, this evidence could form part of a Course folio.

Opportunities to gather evidence can be found in the activities undertaken in the following Units:

*Creative Industries: Skills Development*  
*Creative Industries: The Creative Process*  
*Creative Industries: Creative Project*

The National Assessment Bank material (NAB) provided for this Unit illustrates the standard that should be applied. It includes candidate pro formas, review sheets and assessor checklists. If a centre wishes to design its own assessments for this Unit, they must be of a comparable standard.

### 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate 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)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.

## History of changes to Unit

Version	Description of change	Date

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## **National Unit Specification: general information**

**Unit title:** Creative Industries: Skills Development (SCQF level 5)

**Unit code:** FH61 11

**Superclass:** AF

**Publication date:** March 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

This Unit has been designed as a mandatory Unit of the Creative Industries Course at SCQF level 5 and may also be taken as a free-standing Unit. It is suitable for candidates who have an interest in and may be considering a career in the Creative Industries as well as those whose interest is more general.

The focus of this Unit is primarily on practical activity. It is designed to allow candidates the opportunity to practise and develop their craft and improve practical skills associated with a chosen job role in the Creative Industries. The candidate will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative, working environment.

The Unit requires candidates to seek feedback from others and evaluate the effectiveness of the approaches used.

### **Outcomes**

- 1 Investigate practical skills required for a chosen job role.
- 2 Develop own practical skills.
- 3 Evaluate own practical skills development.

### **Recommended Entry**

Entry is at the discretion of the centre.

## General information (cont)

**Unit title:** Creative Industries: Skills Development (SCQF level5)

### Credit points and level

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5\*).

*\*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 Doctorates.*

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill            Problem Solving at SCQF level 5

Core Skill Component        None

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

**Unit title:** Creative Industries: Skills Development (SCQF level 5)

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**

Investigate practical skills required for a chosen job role.

#### **Performance Criteria**

- (a) Identify practical skills required for a chosen job role.
- (b) Evaluate own practical skills relevant to a chosen job role.
- (c) Set targets for further development of own practical skills.

### **Outcome 2**

Develop own practical skills.

#### **Performance Criteria**

- (a) Select approaches for developing own practical skills.
- (b) Plan and implement approaches.
- (c) Practise and refine practical skills in a creative context.

### **Outcome 3**

Evaluate own practical skills development.

#### **Performance Criteria**

- (a) Evaluate effectiveness of chosen approaches in supporting own practical skills development.
- (b) Seek feedback from others.
- (c) Evaluate own progress based on information gathered.

## National Unit Specification: statement of standards (cont)

**Unit title:** Creative Industries: Skills Development (SCQF level 5)

### Evidence requirements for this Unit

Performance evidence and written and/or oral evidence which covers all the Outcomes and Performance Criteria is required for this Unit.

The terms *sector*, *career paths*, *job roles* and *practical skills* are used in this Unit to mean:

- ◆ Sector – area of Creative Industries, eg music, drama, dance
- ◆ Career paths – progression route through a hierarchy of job roles
- ◆ Job roles – musician, illustrator, choreographer, etc
- ◆ Practical skills – selecting and using resources, techniques and equipment to improve skills of, eg designing, singing

Practical activities must be carried out safely in a real or simulated working environment.

The evidence will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence for Outcomes 1, 2 and 3 will be gathered in a candidate folio.

It is the centre's responsibility to ensure that the evidence collected is the candidate's own work.

### Outcome 1 – Written and/or oral evidence

The evidence will be gathered in a folio which will include:

- ◆ identification of a minimum of three practical skills relevant to chosen job role
- ◆ evaluation of own practical skills against job requirements
- ◆ a minimum of three targets for further development of own practical skills related to chosen job role

### Outcome 2 – Performance evidence and written and/or oral evidence

Evidence for Performance Criteria (a) and (b) will be gathered in a folio which will include:

- ◆ identification of a minimum of three approaches required to develop own practical skills and a brief plan of how they will be implemented.

Performance evidence is required for Performance Criteria (b) and (c). Candidates will engage in practical activities in order to practise and refine their own practical skills. Candidates will demonstrate on a minimum of one occasion their ability to:

- ◆ select appropriate resources, techniques and equipment
- ◆ creatively use resources, techniques and equipment
- ◆ develop creative expression of ideas and practical skills

Assessor observation checklists must be used to support performance evidence.

## **National Unit Specification: statement of standards (cont)**

**Unit title:** Creative Industries: Skills Development (SCQF level 5)

### **Outcome 3 – Written and/or oral evidence**

The evidence for Outcome 3 will be in written and/or oral form. Candidates will provide an evaluation of their own practical skills development which includes:

- ◆ an evaluation of their progress
- ◆ feedback gathered from others
- ◆ an evaluation of whether the chosen approaches were effective in supporting their practical skills development

Candidates will gather feedback from the teacher/lecturer and one other person, eg another candidate or another assessor who has observed them.

The National Assessment Bank material (NAB) provided for this Unit illustrates the standard that should be applied. It includes candidate pro formas and assessor observation checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## **National Unit Specification: support notes (cont)**

### **Unit title:** Creative Industries: Skills Development (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes 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 has been designed as a mandatory Unit of the Creative Industries Course at SCQF level 5 and may also be taken as a free-standing Unit.

The focus of this Unit is primarily on practical activity and it is anticipated that the majority of delivery time will be dedicated to this.

This Unit offers candidates the opportunity to develop and improve practical skills associated with a chosen job role. The candidate will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative context.

In this Unit candidates will develop practical skills valued by employers which will complement the employability skills acquired in *Creative Industries: An Introduction*. This Unit offers candidates the opportunity to focus on practical skills required for a specific job role.

### **Outcome 1 – Practical skills identification**

This Outcome is designed to allow candidates to identify practical skills relevant to a chosen job role then evaluate their own practical skills for that job role.

Candidates should identify one job, for example, lighting technician, fashion designer or solo singer and find out the practical skills that would be expected for that particular job role. This will allow candidates to compare the requirements of the chosen job role with their own practical skills and to set targets for their own skills development. For example, the candidate might be investigating the job role of portrait photographer and the research highlights the practical skills required to do that job role include having a knowledge and ability to use cameras and camera equipment, having skill in using correct lighting/settings/backgrounds and poses, etc. The candidate's targets might be to learn to use a flash, seek help in selecting appropriate lighting equipment and learn to pose models.

In this Outcome the candidate may carry out research by using the internet, reading published materials, or using CDs/DVDs. Visiting real workplaces and interviewing/talking to people in the chosen job role would be an advantage.

## National Unit Specification: support notes (cont)

**Unit title:** Creative Industries: Skills Development (SCQF level 5)

### Outcome 2 – Developing the skills

This Outcome is the main focus of the Unit and will involve the candidate in practical ‘hands on’ activities to develop their practical skills.

This Outcome allows the candidate time to develop and refine practical skills that would be required to work in that particular sector of the creative industry. It is important that this Outcome is one where candidates are ‘using’, ‘doing’, ‘making’, ‘performing’, ‘creating’, etc. For example, candidates researching the fashion industry might be involved in practising skills of pattern cutting or fashion drawing as part of their targets.

The skill of selecting and using appropriate resources/techniques/equipment should be emphasised.

Candidates should have planned their approaches and arranged access to appropriate resources/equipment to allow them to practise their practical skills in a creative context. This could be, for example, a centre workroom environment or work placement situation.

### Outcome 3 – Evaluation

This Outcome is intended to give candidates the opportunity to evaluate both their progress and the development of their practical skills and the effectiveness of the approaches used. Candidates will be expected to seek and accept feedback from others about their progress.

During this Unit, candidates should be encouraged to develop a positive approach to the employability skills and attitudes identified by employers. These should be taught as an integral part of the Unit. In addition to the specific practical skills developed and assessed, candidates will have the opportunity to develop the following employability skills.

- ◆ Positive attitude to learning and the workplace\*
- ◆ Understanding roles and responsibilities in the workplace\*
- ◆ Awareness of the Creative Industries and roles within it\*
- ◆ Awareness of entrepreneurial skills
- ◆ Awareness of health and safety guidelines\*
- ◆ Working cooperatively with others
- ◆ Working independently\*
- ◆ Communication skills\*
- ◆ Presentation skills
- ◆ Use of appropriate IT skills\*
- ◆ Confidence to seek, give and receive feedback\*
- ◆ Confidence to set targets, reflect and learn from experience\*
- ◆ Reviewing and evaluating own and others’ skills development\*
- ◆ Finding, gathering, organising, presenting and evaluating information\*
- ◆ Planning and preparation\*
- ◆ Time management skills and working to deadlines\*
- ◆ Contributing creatively to practical projects
- ◆ Selecting and creatively using appropriate resources, equipment and techniques\*
- ◆ Flexible approach to problem solving\*
- ◆ Practical skills in specific subject area\*

## National Unit Specification: support notes (cont)

### Unit title: Creative Industries: Skills Development (SCQF level 5)

Development of these employability skills (those marked with an asterisk \*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Throughout the Creative Industries Course at SCQF level 5, opportunities will arise to practise, review and evaluate employability skills, for example by carrying out activities in the following Units:

- ◆ *Creative Industries: An Introduction*
- ◆ *Creative Industries: The Creative Process*
- ◆ *Creative Industries: Creative Project*

## National Unit Specification: support notes (cont)

**Unit title:** Creative Industries: Skills Development (SCQF level 5)

### Guidance on learning and teaching approaches for this Unit

Centres should ensure that a brief induction to the Unit is given, which will enable candidates to understand fully what is required and the strategies to be adopted. It is important that skills, both generic and specific to the Creative Industries, are stressed at this time.

It is important to ensure that candidates taking this Unit are provided with advice and guidance on what is expected of them when they are working in the Creative Industries.

Throughout the Unit, candidates should be encouraged to engage with Creative Industries practitioners. Centres must ensure that relevant health and safety guidelines are followed at all times when candidates are undertaking activities both in and outwith the centre.

Where this Unit is taken as part of the Creative Industries Course (SCQF level 5), it is recommended that the approach to delivery is one of integration with the other Units. When choosing a job role in this Unit, candidates may wish to think ahead to their potential role in the implementation of the creative project in the Unit *Creative Industries: Creative Project*. Alternatively, candidates may wish to choose two different roles across both Units.

For example, Outcome 1 of this Unit could be integrated with Outcomes 2 and 3 in *Creative Industries: An Introduction*. Using an integrated approach could also mean that Outcome 2 and 3 of this Unit could be delivered in the early stages of *Creative Industries: Creative Project* where the candidate may need to continue to improve practical skills required to carry out the agreed task(s) in the creative project (see Outcome 2, Performance Criteria (a) and (b)).

The Unit should incorporate a variety of approaches to learning and teaching which may include:

- ◆ teacher/lecturer presentations
- ◆ group work and discussion
- ◆ practical activities
- ◆ video/DVD presentations
- ◆ visiting speakers
- ◆ visits to workplaces
- ◆ work experience

The development of identified practical skills will form the basis of the candidate's work in this Unit and the choice of a job role may be from a number of sectors which could include television/radio, music, drama, theatre, dance, design or any other sector from the Creative Industries.

Candidates should be encouraged to plan who, how, when and what is required to support the development of their practical skills. The choice of, and access to, appropriate resources, techniques and equipment that will allow candidates to carry out their skills development will play a significant role as will opportunities to practise their practical skills.

## **National Unit Specification: support notes (cont)**

### **Unit title:** Creative Industries: Skills Development (SCQF level 5)

Learning and teaching for this Unit should be candidate-centred, participative and practical wherever possible. Target setting will be a focus for candidates and be a driver for the implementation of the practical activities in the Unit. In order to achieve targets set, a degree of planning and organisation will be required.

Outcome 2 should form the main work of the Unit. As far as possible, the candidate should work to their targets and planned approaches independently as this will allow the assessor to ensure that the evidence assessed directly relates to individual candidates. The candidate, however, should still be encouraged to work with others where the opportunities arise.

Time should be set aside to allow candidates to reflect and evaluate on an on-going basis.

### **Opportunities for developing Core Skills**

In this Unit, candidates will develop skills valued by employers. Candidates will make considered choices about resources and equipment, use appropriate approaches to develop their skills, and evaluate their progress. Candidates may use technology during practical activities in Outcome 1. Candidates will produce written and/or oral work as part of the folio covering all Outcomes. These are good opportunities for developing aspects of the following Core Skills:

- ◆ Information and Communication Technology
- ◆ Communication

The opportunity should be taken during this Unit to emphasise that the employability skills, and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

### **Guidance on approaches to assessment for this Unit**

If candidates are taking this Unit as a free-standing Unit, centres must ensure that they are given the opportunity to develop the specified practical skills over a period of time in relevant activities.

When this Unit is being delivered as part of the Creative Industries Course (SCQF level 5), it would be appropriate for Outcome 1 to be completed and assessed at the beginning of the Course and for Outcomes 2 and 3 to be assessed throughout the Course so that candidates have opportunities to practise and develop the practical skills.

The practical activities are the key focus of this Unit and it is recommended they take place on an on-going basis throughout the duration of the Course.

## National Unit Specification: support notes (cont)

**Unit title:** Creative Industries: Skills Development (SCQF level 5)

### Outcomes 1 and 2

The evidence could consist of a folio in a format appropriate to their chosen sector for example:

- ◆ power point presentation
- ◆ sketch book
- ◆ digital recording
- ◆ paper based folio

Where this Unit is being delivered as part of the Creative Industries Course at SCQF level 5, this evidence could form part of a Course folio.

An assessor observation checklist must be retained for Outcome 2.

### Outcome 3

Evidence will take the form of an evaluation of the candidate's own progress and whether the chosen approaches were effective in supporting the development of the practical skills. A record of feedback from others about the progress made is also required.

The National Assessment Bank material (NAB) provided for this Unit illustrates the standard that should be applied. It includes candidate pro formas and assessor observation checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

## 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate 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)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

## Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.

## History of changes to Unit

Version	Description of change	Date

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## **National Unit Specification: general information**

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

**Unit code:** FH62 11

**Superclass:** AF

**Publication date:** March 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

### **Summary**

This Unit has been designed as a mandatory Unit of the Creative Industries Course at SCQF level 5 and may also be taken as a free-standing Unit. It is suitable for candidates who have an interest in and may be considering a career in the Creative Industries as well as those whose interest is more general.

The focus of this Unit is creative thinking and collaborative working. The Unit will provide candidates with an awareness of the key stages of a creative process. Candidates will be given a brief to interpret and they will contribute their own creative ideas to an overall team response.

Candidates will be encouraged through discussion to explore different solutions to the given brief. They will work collaboratively to prepare and present a team response to the given brief and then evaluate the team response.

### **Outcomes**

- 1 Prepare for a team response to a given brief.
- 2 Produce and present the team response.
- 3 Evaluate the team response.

### **Recommended Entry**

Entry is at the discretion of the centre.

## General information (cont)

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

### Credit points and level

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5\*).

*\*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 Doctorates.*

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill	None
Core Skill components	Critical Thinking at SCQF level 5 Working Co-operatively with Others at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

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**

Prepare for a team response to a given brief.

#### **Performance Criteria**

- (a) Produce a personal response to a given brief.
- (b) Present a personal response to the team.
- (c) Respond to feedback on personal response.
- (d) Provide feedback to other team members' personal responses.
- (e) Agree team response.

### **Outcome 2**

Produce and present the team response.

#### **Performance Criteria**

- (a) Contribute to identification of key tasks and stages for the response.
- (b) Contribute to identification and agreement of roles and responsibilities.
- (c) Carry out own agreed role(s) in the team presentation.

### **Outcome 3**

Evaluate the team response.

#### **Performance Criteria**

- (a) Seek feedback from audience.
- (b) Evaluate effectiveness of the team response.

## **National Unit Specification: statement of standards (cont)**

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

### **Evidence requirements for this Unit**

The teacher/lecturer will provide a brief that clearly outlines the creative task. Example briefs will be provided in the National Assessment Bank material (NAB) for this Unit.

Performance evidence and written and/or oral evidence which covers all the Outcomes and Performance Criteria is required for this Unit. The evidence will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence of Outcomes 1, 2 and 3 will be gathered in a candidate folio.

Practical activities must be carried out safely and in a real or simulated working environment.

It is the centre's responsibility to ensure that the evidence collected is the candidate's own work.

### **Outcome 1 – Performance evidence and written and/or oral evidence**

Written and/or oral evidence to be gathered will include a personal response which summarises:

- ◆ how the creative concept would look and/or sound
- ◆ target market, cost, timescales and health and safety considerations
- ◆ skills/resources/techniques/equipment required
- ◆ how the response meets the requirements of the brief

The folio evidence will take the form of brief notes/diary/logbook.

Performance evidence is required which demonstrates the candidate has:

- ◆ presented creative and manageable ideas to the team for consideration
- ◆ responded appropriately to feedback
- ◆ listened to other team members and provided constructive feedback

Assessor observation checklists must be used to support performance evidence.

## **National Unit Specification: statement of standards (cont)**

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

### **Outcome 2 – Performance evidence**

In Outcome 2 performance evidence is required which demonstrates the candidate has contributed effectively to agreement of:

- ◆ key tasks and stages for the team response
- ◆ roles and responsibilities for the preparation and presentation of the response

Candidates will also carry out any tasks related to their role in the preparation and/or delivery of the team response.

The team presentation of the response must include:

- ◆ identification of the proposed concept and detail of how it would look and/or sound
- ◆ detailed reference to issues of target audience, cost implications, health and safety considerations and timelines
- ◆ detailed description of skills, resources, techniques and equipment required

Assessor observation checklists must be used to support performance evidence.

### **Outcome 3 – Written and/or oral evidence**

Evidence requirements take the form of an evaluation to include:

- ◆ a record of feedback from the audience about the content of the presentation
- ◆ a personal evaluation of whether the team response met the requirements of the brief
- ◆ strengths and area(s) for development in the team response

The National Assessment Bank material (NAB) provided for this Unit illustrates the standard that must be applied. It includes example briefs, assessor checklists and candidate pro formas. If a centre wishes to design its own assessments for this Unit, they must be of a comparable standard.

## National Unit Specification: support notes (cont )

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes 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 has been designed as a mandatory Unit of the Creative Industries Course at SCQF level 5 and may also be taken as a free-standing Unit.

This Unit will introduce candidates to the creative development process as used in the Creative Industries when responding to a brief. The teacher/lecturer will provide candidates with a brief to be realised which clearly outlines the creative task and sets out the context. The brief should offer sufficient breadth and scope to allow candidates to be experimental and imaginative in the development of their ideas.

When this Unit is being taken as part of the Creative Industries Course, the delivery of this Unit could be integrated with that of *Creative Industries: Creative Project*. For example, the same contexts and brief could be used for both Units.

This Unit is ideally suited to a wide range of contexts, eg:

- ◆ a musical show
- ◆ an art exhibition/display
- ◆ production of school yearbook
- ◆ production of music CD
- ◆ a drama production
- ◆ an animated short film
- ◆ a website or blog
- ◆ a fashion show
- ◆ a community project

It is suggested that candidates use the agreed ideas and concepts developed in this Unit to form the basis of the creative project in the Unit *Creative Industries: Creative Project*.

### Outcome 1

Candidates will develop and produce their own response to the given brief in readiness to present to the team for discussion. The personal response should briefly address all the requirements of the given brief. During the team discussion, candidates should be prepared to accept feedback about their personal response and be able to give feedback to other team members on their responses before they agree a team response.

## **National Unit Specification: support notes (cont)**

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

### **Outcome 2**

The team discussion is an important stage in the process and here the candidate should demonstrate ability to consider others' point of view, participate effectively and contribute to team decisions about the best way forward. Key roles and responsibilities should be agreed by the team and this will give candidates the opportunity to play to their individual strengths. Each candidate should agree their own role in the preparation and/or delivery of the presentation, for example researching relevant health and safety issues, or operating the equipment for the PowerPoint presentation.

The team response should be detailed and fully fleshed out. It should have addressed all the requirements of the brief and as such would include details of key stages, lists of resources, equipment and skills required, who the project would be aimed at, ie audience, detail of cost and timelines.

All members of the team will contribute to the preparation and/or delivery of the team response. The presentation should show how the proposed response meets the requirements of the brief and as such should be designed and presented with the aim of convincing a would-be client or prospective customer.

The team presentation could be presented to an actual client or customer, or teachers/lecturers or members of the candidate's peer group who could act as clients or customers.

Candidates should have an opportunity to use various creative visual and/or audio techniques to convince the audience that their proposals are valid and appropriate within the context of the brief.

## National Unit Specification: support notes (cont)

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

### Outcome 3

This Outcome is intended to give candidates the opportunity to evaluate the team response. They will be expected to seek and accept comment from others on the content of the presentation and evaluate if the requirements of the brief were met by the team response. The evaluation should also refer to the creative process involved in preparing, developing and producing a solution in response to the brief.

During this Unit, candidates should be encouraged to develop a positive approach to the employability skills and attitudes identified by employers. These should be taught as an integral part of the Unit. In addition to the specific skills developed and assessed, candidates will have the opportunity to develop the following employability skills.

- ◆ Positive attitude to learning and the workplace\*
- ◆ Understanding roles and responsibilities in the workplace\*
- ◆ Awareness of the Creative Industries and roles within it
- ◆ Awareness of entrepreneurial skills\*
- ◆ Awareness of health and safety procedures\*
- ◆ Working cooperatively with others\*
- ◆ Working independently\*
- ◆ Communication skills\*
- ◆ Presentation skills\*
- ◆ Use of appropriate IT skills\*
- ◆ Confidence to seek, give and receive feedback\*
- ◆ Confidence to set targets, reflect and learn from experience\*
- ◆ Reviewing and evaluating own and others' skills development\*
- ◆ Finding, gathering, organising, presenting and evaluating information\*
- ◆ Planning and preparation\*
- ◆ Time management skills and working to deadlines\*
- ◆ Contributing creatively to practical projects
- ◆ Selecting and creatively using appropriate resources, equipment and techniques\*
- ◆ Flexible approach to problem solving\*
- ◆ Practical skills in specific subject area

Development of these employability skills (those marked with an asterisk \*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills. These skills can be practised, reviewed and evaluated in real or simulated workplace environments, individual or group activities.

Throughout the Creative Industries Course at SCQF level 5 opportunities will arise to practise, review and evaluate employability skills, for example by carrying out activities in the following Units:

*Creative Industries: An Introduction*

*Creative Industries: Skills Development*

*Creative Industries: Creative Project*

## National Unit Specification: support notes (cont)

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

### Guidance on learning and teaching approaches for this Unit

Centres should ensure that a brief induction to the Unit is given, which will enable candidates to understand fully what is required and the approaches to be adopted. It is important that employability skills, both generic and specific to the Creative Industries, are highlighted at this time.

The brief provided by the assessor will set out the creative context in which the team will work. This will include background information and the requirements of the task as well as any parameters and constraints which need to be considered.

Throughout the Unit candidates should be encouraged to meet and engage with creative industry practitioners as this will help them to learn about working practices, processes and issues within the Creative Industries. Talks by industry practitioners would create meaningful links and the possibility of access to real-life briefs.

Candidates should be encouraged to be experimental and imaginative in the development of their ideas and thoughts and the teacher/lecturer should assist candidates to develop their skills by offering advice, reminders, feedback and guidance about the stages of the creative process. The style and format of the team presentation should be appropriate to the proposed concept, eg artwork/mock-ups may be appropriate for jewellery design or a fashion show.

Centres must ensure that relevant health and safety guidelines are taken into account in the preparation of the team response to the brief.

The Unit should incorporate a variety of approaches to learning and teaching which may include:

- ◆ teacher/lecturer presentations
- ◆ group work and discussion
- ◆ practical activities
- ◆ video/DVD presentations
- ◆ visiting speakers
- ◆ visits to workplaces
- ◆ work experience

In this Unit candidates will work as part of a team. This could be a whole class group or the class could be in small groups. Centres may wish to organise their class into smaller groups to ensure each candidate's contribution is meaningful.

Candidates will interact with their peers and contribute to a team ethos by considering the creative process both from their own point of view and that of the team. This should then be used to form the basis of the evaluation.

Time should be set aside to allow candidates to reflect and evaluate.

## National Unit Specification: support notes (cont)

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

### Opportunities for developing Core Skills

In this Unit, candidates will develop skills valued by employers. Candidates will develop a response to a brief, take part in team discussions, contribute to a presentation and evaluate the content of the team response. The response to the brief will include consideration and decisions about budget, cost and timescales. Candidates will work together to resolve any issues or problems which may arise. They may choose to use technology to prepare and deliver their presentation. These are good opportunities for developing aspects of the following Core Skills:

- ◆ Communication
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others
- ◆ Numeracy

The opportunity should be taken during this Unit to emphasise that the employability skills, and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

### Guidance on approaches to assessment for this Unit

For Outcome 1, candidates will maintain a record of their contribution to team discussions and the planning and production of the team response. This record could be brief notes in the form of a diary or log book and could be maintained by each individual or one team member.

For Outcome 2, the team response should include similar elements to those described for the personal response but will be used in a presentation to a 'client' and as such will be more fully developed than the personal response.

Outcomes 1 and 2 will be assessed using assessor observation checklists.

For Outcome 3 the evidence will be an evaluation of whether the team response met the requirements of the brief and comments about strengths and areas for development. A record of feedback from the audience about the content of the presentation is also required. A variety of approaches could be adopted here, eg:

- ◆ report
- ◆ completed pro forma
- ◆ audio recording
- ◆ oral presentation
- ◆ question and answer session

Where this Unit is being delivered as part of the Creative Industries Course at SCQF level 5, this evidence could form part of a Course folio.

## **National Unit Specification: support notes (cont)**

**Unit title:** Creative Industries: The Creative Process (SCQF level 5)

The National Assessment Bank material (NAB) provided for this Unit illustrates the standard that must be applied. It includes exemplar briefs, candidate pro formas and assessor observation checklists. If a centre wishes to design its own assessments for this Unit, they must be of a comparable standard.

### **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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate 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)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates 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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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## National Unit Specification: general information

**Unit title:** Creative Industries: Creative Project (SCQF level 5)

**Unit Code** FH63 11

**Superclass:** AF

**Publication date:** March 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

## Summary

This Unit has been designed as a mandatory Unit of the Creative Industries Course at SCQF level 5 and may also be taken as a free-standing Unit. It is suitable for candidates who have an interest in and may be considering a career in the Creative Industries as well as those whose interest is more general.

The focus of this Unit is primarily on practical activity carried out in a creative context. Candidates will work as part of a team throughout the planning and implementation of a creative project to a given brief. Candidates will contribute to and participate in all stages of the implementation of a creative project and evaluate the completed project and their contribution to it. This Unit encourages the candidate to use creative processes to plan, implement and evaluate a creative project.

This Unit will give candidates the opportunity to develop their creativity alongside key employability skills such as working with others and problem solving.

## Outcomes

- 1 Contribute to the production of a plan for a creative project in response to a given brief.
- 2 Contribute to the implementation of a creative project.
- 3 Evaluate the creative project.

## General information (cont)

**Unit title** Creative Industries: Creative Project (SCQF level 5)

## Recommended Entry

Entry is at the discretion of the centre.

## Credit points and level

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5).

*\*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 Doctorates.*

## Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Working with Others at SCQF level 5

Core Skill Component None

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of this Unit Specification.

## **National Unit specification: statement of standards**

**Unit title:** Creative Industries: Creative Project (SCQF level 5)

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**

Contribute to the production of a plan for a creative project in response to a given brief.

#### **Performance Criteria**

- (a) Agree a suitable creative project.
- (b) Identify key tasks required to implement the creative project.
- (c) Identify resources required to implement the creative project.
- (d) Contribute to the allocation of roles and responsibilities.
- (e) Agree own tasks required to implement the creative project.
- (f) Agree timescales and review dates for the creative project.

### **Outcome 2**

Contribute to the implementation of a creative project.

#### **Performance Criteria**

- (a) Carry out own tasks as planned.
- (b) Use practical skills, resources, techniques and equipment as planned.
- (c) Comply with relevant health and safety guidelines.
- (d) Review progress of the creative project at agreed dates.
- (e) Support others while undertaking activity.

### **Outcome 3**

Evaluate the creative project.

#### **Performance Criteria**

- (a) Evaluate own and team contribution to the creative project.
- (b) Evaluate implementation of the creative project.

## **National Unit Specification: statement of standards (cont)**

**Unit title:** Creative Industries: Creative Project (SCQF level 5)

### **Evidence Requirements for this Unit**

The teacher/lecturer will provide a brief that clearly outlines the creative task. Example briefs will be provided in the National Assessment Bank material (NAB) for this Unit.

Performance evidence and written and/or oral evidence which covers all the Outcomes and Performance Criteria is required for this Unit. The evidence will be gathered in open-book conditions at appropriate points throughout the Unit. Written evidence for Outcomes will be gathered in a candidate folio.

It is the centre's responsibility to ensure that the evidence gathered is the candidate's own work.

Practical activities must be carried out safely at all times and in a real or simulated working environment.

It is the centre's responsibility to ensure that health and safety guidelines are adhered to.

#### **Outcome 1 – Performance evidence**

Performance evidence is required to demonstrate the candidate has:

- ◆ contributed to planning discussion
- ◆ contributed to identification of key tasks and allocation of roles and responsibilities
- ◆ contributed to identification of specific resources: practical skills, techniques and equipment/materials required
- ◆ agreed own tasks, timescales and review dates

This will be supported by an assessor observation checklist and a copy of a group plan.

#### **Outcome 2 – Performance evidence**

Performance evidence is required to demonstrate the candidate has effectively contributed to the implementation of the creative project by:

- ◆ carrying out agreed key tasks as planned
- ◆ selecting and using practical skills/resources/techniques/equipment as planned
- ◆ complying with relevant health and safety guidelines
- ◆ reviewing progress of the creative project at agreed dates

Assessor observation checklists must be used to support performance evidence.

## **National Unit Specification: statement of standards (cont)**

**Unit title:** Creative Industries: Creative Project (SCQF level 5)

### **Outcome 3 – Written and/or oral evidence**

Evidence will take the form of an evaluation to include:

- ◆ description of own and team strengths and areas for development in the contribution to the creative project
- ◆ description of strengths and areas for development in the implementation of the creative project
- ◆ identify a minimum of two action points to improve the planning and implementation of future creative projects

The National Assessment Bank material (NAB) for this Unit provides sample assessment material including example briefs, assessor checklists and candidate pro formas. Centres wishing to develop their own assessments should refer to the NAB to ensure a comparable standard.

## National Unit Specification: support notes

### Unit title: Creative Industries: Creative Project (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes 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 a mandatory Unit within the Creative Industries Course (SCQF level 5) but can also be taken as a free-standing Unit.

The focus of this Unit is primarily on practical activity and it is anticipated that the majority of delivery time will be dedicated to Outcome 2.

The Unit provides candidates with opportunities to work as part of a team throughout the planning and implementation of a creative project.

Initially candidates will contribute to the team creation and development of the plan for the creative project in response to a brief. This Unit encourages the candidate to use creative processes to plan, implement and evaluate a creative project. The project will be carried out by the team; however the individual contribution of each candidate must be apparent.

The Unit allows candidates to participate in all stages of a creative project and evaluate the completed project and their contribution to it. This Unit will give candidates the opportunity to develop their creativity alongside key employability skills such as working with others, planning, evaluating, communicating, problem solving and time management. Candidates will have the opportunity to play to their individual strengths.

It is recommended that this Unit would be delivered towards the end of a programme of study, when candidates are in a position to demonstrate the knowledge and skills they have accumulated.

When this Unit is being taken as part of the Creative Industries Course, delivery could be integrated with that of *Creative Industries: Skills Development* and *Creative Industries: The Creative Process*. For example, the same contexts could be used for this Unit and the Unit *Creative Industries: The Creative Process*. It is suggested that candidates use the agreed ideas and concepts developed in *Creative Industries: The Creative Process* to form the basis of the creative project.

## National Unit Specification: support notes cont

### Unit title: Creative Industries: Creative Project (SCQF level 5)

This Unit is ideally suited to a wide range of creative contexts, eg:

- ◆ a musical show
- ◆ an art exhibition/display
- ◆ production of school yearbook
- ◆ production of music CD
- ◆ a drama production
- ◆ an animated short film
- ◆ a website or blog
- ◆ a fashion show
- ◆ a community project

This Unit also provides opportunities to deliver the creative project through cross curricular activities. For example, a musical production could involve music, dance, drama and art or the production of a music CD could involve music and art.

Importance should be placed on developing the candidate's ability to work with others and plan, implement, problem solve and evaluate effectively.

#### Outcome 1

Outcome 1 focuses primarily on the candidate's contribution to the development and refinement of the agreed creative project plan. The candidate will be required to actively contribute to identification of all the key elements of the plan to be used in the implementation of the project. For example, their plan might describe how they are going to book time with a technician or learn how various gels enhance the lighting in a performance.

#### Outcome 2

Outcome 2 is the main focus of this Unit and is designed to allow candidates to demonstrate their employability skills through practical activities in the implementation of a creative project. The individual contribution of each candidate must be apparent whether it is designing the graphics for a CD cover or working backstage in a musical production.

It is important that Outcome 2 is where candidates are 'doing' and carrying out their part in the project. For example, the candidate's agreed personal task(s) and contribution to the implementation of the project might be to manage and design the stage lighting for a drama production. Candidates will select and use appropriate resources/techniques/ equipment and be aware of relevant health and safety guidelines.

#### Outcome 3

Outcome 3 is intended to give candidates the opportunity to evaluate their contribution to the planning and implementation of the creative project. Candidates will also evaluate the effectiveness of the plan and describe strengths and areas for improvement for future projects.

## National Unit Specification: support notes (cont)

### Unit title: Creative Industries: Creative Project (SCQF level 5)

During this Unit, candidates should be encouraged to develop a positive approach to the employability skills and attitudes identified by employers. These should be taught as an integral part of the Unit. In addition to the specific skills developed and assessed, candidates will have the opportunity to develop the following employability skills.

- ◆ Positive attitude to learning and the workplace\*
- ◆ Understanding roles and responsibilities in the workplace\*
- ◆ Awareness of the Creative Industries and roles within it \*
- ◆ Awareness of entrepreneurial skills
- ◆ Awareness of health and safety procedures\*
- ◆ Working cooperatively with others\*
- ◆ Working independently\*
- ◆ Communication skills\*
- ◆ Presentation skills
- ◆ Use of appropriate IT skills\*
- ◆ Confidence to seek, give and receive feedback\*
- ◆ Confidence to set targets, reflect and learn from experience\*
- ◆ Reviewing and evaluating own and others' skills development \*
- ◆ Finding, gathering, organising, presenting and evaluating information\*
- ◆ Planning and preparation\*
- ◆ Time management skills and working to deadlines\*
- ◆ Contributing creatively to practical projects\*
- ◆ Selecting and creatively using appropriate resources, equipment and techniques\*
- ◆ Flexible approach to problem solving\*
- ◆ Practical skills in specific subject area\*

Development of these employability skills (those marked with an asterisk \*) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

When this Unit is being taken as part of the Creative Industries Course at SCQF level 5, opportunities will arise to practise, review and evaluate employability skills, for example by carrying out activities in the following Units:

*Creative Industries: An Introduction*  
*Creative Industries: Skills Development.*  
*Creative Industries: The Creative Process*

## National Unit Specification: support notes (cont)

**Unit title** Creative Industries: Creative Project (SCQF level 5)

### Guidance on learning and teaching approaches for this Unit

Centres should ensure that a brief induction to the Unit is given, which will enable candidates to understand fully what is required and the approaches to be adopted. It is important that those responsible for the delivery of the Unit specify where opportunities arise to develop employability skills and practical skills.

It is important that candidates understand that planning and adhering to plans are very important employability skills.

This Unit is designed to give candidates the opportunity to use acquired skills in a creative way.

Candidates may find it helpful in understanding how they might approach this Unit if they are given realistic examples of acceptable and achievable creative projects. Centres should provide an unambiguous brief which must be sufficiently open for the team to respond to. The brief should offer sufficient breadth and scope to allow candidates to be experimental and imaginative in the development of their ideas. The project will be carried out collaboratively by the team; however, individual candidates will be expected to carry out identified and agreed tasks on their own.

Throughout the Unit, candidates should be encouraged to engage with Creative Industries practitioners. Centres must ensure that relevant health and safety guidelines are followed at all times when candidates are undertaking activities both in and outwith the centre.

It is expected that by timetabling this Unit for delivery in the later part of the academic year, candidates will have gained suitable knowledge, skills, experience and confidence with which to undertake this Unit effectively.

Where this Unit is taken as part of the Creative Industries Course (SCQF level 5), it is recommended that the approach to delivery is one of integration with the other Units.

For example, the Outcomes of this Unit could be integrated with activities in:

*Creative Industries: An Introduction*

*Creative Industries: Skills Development*

*Creative Industries: The Creative Process*

## National Unit Specification: support notes (cont)

**Unit title:** Creative Industries: Creative Project (SCQF level 5)

### Opportunities for developing Core Skills

In this Unit, candidates will develop a range of skills valued by employers. Candidates will be involved, as part of a group and as individuals, in planning and implementing a creative project in response to a brief. Candidates will work together to resolve any issues or problems which may arise. They will also review their own success at contributing to the planning and implementation of the creative project and regularly discuss their progress with the assessor.

These are good opportunities for developing aspects of the following Core Skills:

- ◆ Communication
- ◆ Problem Solving
- ◆ Working with Others

Depending on the project, there may be opportunities to develop skills in:

- ◆ Information and Communication Technology

The opportunity should be taken in this Unit to emphasise that the employability skills, and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

### Guidance on approaches to assessment for this Unit

Performance evidence supported by an assessor observation checklist is required for Outcome 1. The assessor must confirm that the candidate has contributed constructively to team planning discussions. Candidates should be encouraged to maintain a brief record of their contribution to the team discussions and the agreed plan in the form of a diary or log.

To ensure that the team provides a structured and achievable plan it is recommended that Outcome 1 is successfully completed before progressing to Outcome 2. There are many possible solutions to the format of the planning and delivery but the plan should be logical and easy to follow. The use of a pro forma may help candidates focus their ideas and encourage efficiency.

Outcome 2 will be a practical assignment where candidates will implement their creative project. Assessment of this Outcome will be supported by an assessor observation checklist. Candidates should be encouraged to keep a brief record of their progress.

Outcome 3 could be assessed using a short evaluation report.

The evidence gathered for all Outcomes can be in any appropriate format and could include audio, video, electronic and/or written documentation. The candidate should be encouraged to use any appropriate medium for gathering evidence including: written documentation; web based presentation; and/or suitable audio/visual presentation format(s).

Where this Unit is being delivered as part of the Creative Industries Course at SCQF level 5, this evidence could form part of a Course folio.

## **National Unit Specification: support notes (cont)**

**Unit title**      Creative Industries: Creative Project (SCQF level 5)

The National Assessment Bank material (NAB) provided for this Unit illustrates the standard that should be applied. It includes example briefs, candidate pro formas and assessor observation checklists. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

### **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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate 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)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates 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](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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