



National Unit specification: general information

Unit title: Creative Industries: Basics (SCQF level 4)

Unit code: H1NJ 10

Superclass: AF

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Summary

In this Unit candidates will develop basic knowledge and understanding of the wide range of opportunities within the creative industries, learn about the types of jobs people working in the sector do and the kind of skills and attitudes that are needed to work in the creative industries sector. They will be encouraged to think about their own skills and attitudes in relation to those that are expected by employers in the creative industries and to set targets to improve their general employability skills.

The Unit has been designed as a mandatory Unit of the National Progression Award in Creative Industries at SCQF level 4 but may also be offered as a free standing Unit.

It is suitable for candidates who have an interest in the creative industries and when taken as part of the National Progression Award, may facilitate progression to further study, in particular to the Skills for Work Course in Creative Industries at SCQF level 5 or to the National Certificate in Creative Industries at SCQF level 5.

Outcomes

- 1 Identify a range of creative industry sectors.
- 2 Identify and describe a range of job roles and associated skills within a chosen sector.
- 3 Review own employability skills and attitudes.

Recommended entry

Entry is at the discretion of the centre.

General information (cont)

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Credit points and level

1 National Unit credit at SCQF level 4: (6 SCQF credit points at SCQF level 4*)

**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 Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 4

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

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

Outcome 1

Identify a range of creative industry sectors.

Performance Criteria

- (a) Identify different sectors within the creative industries.
- (b) Describe the role of a range of organisations in different creative industry sectors.
- (c) Organise and present findings.

Outcome 2

Identify and describe a range of job roles and associated skills within a chosen sector.

Performance Criteria

- (a) Identify a range of job roles in a chosen sector.
- (b) Describe the vocational and personal skills required in a chosen job role.
- (c) Organise and present findings.

Outcome 3

Review own employability skills and attitudes.

Performance Criteria

- (a) Review own skills and attitudes in comparison to those required in the creative industries.
- (b) Set realistic goals for development and improvement of skills and attitudes.

National Unit specification: statement of standards (cont)

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Evidence Requirements for this Unit

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

Candidates will gather written/oral evidence in supervised open-book conditions at appropriate points throughout the Unit. Evidence will include:

- ◆ Identification of two sectors within the creative industries
- ◆ A brief description of a minimum of three organisations from different sectors
- ◆ Identification and brief description of three job roles from a chosen sector
- ◆ For each job role, identification of at least two vocational skills and two personal skills required
- ◆ Review of own employability skills and attitudes comparing them with at least eight of those required for work in the creative industries, identifying at least four areas for development or improvement and how this will be achieved

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

National Unit specification: support notes

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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 National Progression Award in Creative Industries at SCQF level 4.

The Unit is intended to provide a basic overview of the creative industries and opportunities that exist within it. Candidates will find out about the range of organisations in the creative industries and learn about what it means to work in different sectors of the creative industries, the kind of jobs people do and the skills and attitudes that are expected by employers. They will be encouraged to set simple and achievable goals for improvement of their own skills and attitudes to enable them to progress in this area.

The terms sector and job roles are used in this Unit to mean:

Sector: any area of creative industries such as theatre skills, music, drama, dance, animation, journalism, etc.

Job roles: sound and lighting assistant, musician, choreographer, designer, stage manager, editor, etc.

Outcome 1

This Outcome is designed to raise candidates' awareness of the different sectors which make up the creative industries and to identify a range of organisations within them, and what they do, eg:

- ◆ Film: Disney, British Film Institute (BFI), Cineworld
- ◆ Journalism: News International, National Union of Journalists (NUJ), BBC

National Unit specification: support notes (cont)

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Outcome 2

Candidates should find out about different job roles in a chosen sector, what people in these jobs do and some of the practical and personal skills and attitudes that are needed.

For example:

Sector: Film

Job role: director

A director has overall responsibility for co-ordinating the various elements such as: acting, lighting, design, sound and special effects.

Skills required: imagination, organisational, interpersonal, financial awareness.

Job role: set designer

A set designer is responsible for ensuring the performance space meets the director's vision. This will involve the production of plans for the crafts persons to work to.

Skills required: spacial awareness, drawing skills, computer graphic skills.

Job role: carpenter

On a film set a carpenter would build the sets, props, etc according to the set designer's specifications.

Skills required: manual dexterity, eye to hand co-ordination, health and safety awareness.

Once the candidate has identified the practical skills associated with each job role they should list which of these skills they possess in preparation for Outcome 3.

National Unit specification: support notes (cont)

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Outcome 3

This Outcome is intended to give candidates the opportunity to reflect on their own employability skills and attitudes and to identify areas for improvement in practical and essential skills and possible changes that may need to make to their attitudes to work and the workplace. At this level, candidates should be supported through this process in discussion with the tutor. Candidates should be encouraged set realistic goals for development and improvement in terms of both number and target. They may require tutor support identify their current skills, any weaknesses which are apparent to others but not to them, to ensure that their improvement targets are achievable and to discuss how the desired improvements can be made or skills developed. Skills and attitudes should include both specific vocational skills identified in Outcome 2 and more generic skills such as:

- ◆ IT skills
- ◆ finding, gathering and organising, information
- ◆ presentation skills
- ◆ communication skills
- ◆ selecting and using appropriate resources, equipment and techniques
- ◆ understanding roles and responsibilities in the workplace
- ◆ willingness to learn
- ◆ willingness and ability to take and follow instructions
- ◆ punctuality
- ◆ reliability
- ◆ showing initiative
- ◆ interpersonal skills
- ◆ awareness of health and safety guidelines
- ◆ working cooperatively with others
- ◆ working independently
- ◆ planning and preparation
- ◆ time management

This Unit broadly aligns to the following generic National Occupational Standards for the Creative Industries from Skillset:

- ◆ X1 Contribute to good working relationships
- ◆ X2 Make sure your own actions reduce risks to health and safety
- ◆ X3 Conduct an assessment of risks in the workplace
- ◆ F4 Co-ordinate your team and performers and work effectively with production colleagues

National Unit specification: support notes (cont)

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In addition there are a large number of role specific National Occupational Standards from both Creative and Cultural Skills and Skillset which could apply depending on the particular field chosen by candidates.

Guidance on learning and teaching approaches for this Unit

A brief introduction to the Unit should be given to 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 could incorporate a variety of approaches to learning and teaching which may include:

- ◆ teacher/lecturer presentations
- ◆ group work and discussion
- ◆ tutor directed research using the internet
- ◆ practical activities
- ◆ video/DVD presentations
- ◆ visiting speakers
- ◆ visiting real workplace environments and interacting with people who work in the industry to find out about their jobs

The involvement of industry practitioners from different sectors to give candidates as broad an experience as possible is recommended. Such practitioners will be able to give candidates a realistic view of day to day working in the creative industries, the wide range of options available within it, working conditions and practices within the and employment opportunities for new entrants in the creative industries.

There is considerable scope for integration of delivery of this Unit with the other Units in the NPA in Creative Industries. It is important that those responsible for the delivery of this Unit identify where opportunities arise to develop the candidates' employability skills.

Centres must ensure that relevant health and safety guidelines are followed where appropriate, eg on visits to workplaces.

Guidance on approaches to assessment for this Unit

A holistic approach to the assessment of all Outcomes is suggested and a folio of evidence could be produced by each candidate. Candidates should be encouraged to be as imaginative as possible when compiling and presenting their folio. Folios could be presented as paper based, as an oral presentation or electronically as an e-portfolio and could contain for example:

- ◆ written evidence
- ◆ oral evidence
- ◆ visual material
- ◆ a web page or blog
- ◆ a sketch book
- ◆ audio/video recordings, eg of interviews with practitioners

National Unit specification: support notes (cont)

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Where this Unit is being delivered as part of the NPA in Creative Industries at SCQF level 4, it would be appropriate for the assessment for Outcome 3 to be integrated with practical activities throughout the course. In this way, 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.

Evidence Requirements for Outcome 3 could take the form of a completed candidate review comparing their skills with those they have learned about throughout the Unit in addition to generic employability skills shown in the Guidance on Content and Context above. This will give candidates the opportunity to record their progress in developing their specific employability skills and attitudes to work.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or 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)*.

Opportunities for developing Core Skills

In this Unit candidates will develop basic knowledge and understanding of the wide range of opportunities within the creative industries, learn about the types of jobs people working in the sector do and the kind of skills and attitudes that are needed to work in the creative industries sector. They will be encouraged to explore their own skills and attitudes and to set goals for improvement.

Candidates will:

- ◆ explore different creative industries sectors
- ◆ describe organisations and job roles
- ◆ compare their own employability skills and attitudes with those required in different
- ◆ set goals for improvement

This means that as candidates are doing this Unit they will develop aspects of the Core Skills of *Communication* and *Problem Solving*.

In addition by adopting specific learning and teaching approaches candidates may develop the following:

- ◆ *Information and Communication Technology (ICT)* — through the use of the internet to research organisations and job roles or other forms of technology to present their findings
- ◆ *Working with Others* — through working in pairs or small groups

National Unit specification: support notes (cont)

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Opportunities should be taken throughout the 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.

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4.

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

History of changes to Unit

Version	Description of change	Date

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