



National Unit specification

General information

Unit title: Creative Industries: Working with a Creative Brief
(SCQF level 6)

Unit code: HE0F 46

Superclass: AG

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Unit purpose

The purpose of this Unit is to allow learners to develop knowledge and skills by working with a Creative Brief. Working with a client, the learner will explore potential responses and create a production plan to meet the demands of the creative brief. During the creation of a product learners will have opportunities to develop a range of skills including project planning, resource management, confidence and communication, analysis and reflection and other skills specific to their role.

This Unit is a mandatory Unit within the National Certificate in Creative Industries (SCQF level 6), but it can also be taken as a free-standing Unit.

This Unit is suitable for learners studying/working in a variety of creative contexts, who wish to develop their understanding of working with creative briefs.

Outcomes

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

- 1 Create a production plan to meet a creative brief
- 2 Implement the production plan to meet a creative brief
- 3 Participate in a formal review with the client

Credit points and level

2 credits at SCQF level 6: (12 SCQF credit points at SCQF level 6)

National Unit specification: General information (cont)

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Recommended entry to the Unit

Entry is at the discretion of the centre. Possession of some Core and Essential Skills at SCQF level 5 would be advantageous.

It may be beneficial for learners to have prior knowledge and skills within their chosen area of study. This may be demonstrated by the achievement of Units at SCQF level 5 or 6, or evidenced through a creative portfolio or e-portfolio.

It would be expected that learners would have an interest in aspects of the Creative Industries.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component None

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

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

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

Create a production plan to meet a creative brief.

Performance Criteria

- (a) Negotiate and agree a production plan.
- (b) Develop and refine a production plan.

Outcome 2

Implement the production plan to meet a creative brief.

Performance Criteria

- (a) Carry out tasks identified in the plan.
- (b) Use resources appropriately in accordance with the plan.
- (c) Review progress.

Outcome 3

Participate in a formal review with the client.

Performance Criteria

- (a) Present the output of the creative brief to the client.
- (b) Respond professionally to the client's critique.

National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria. The evidence will be gathered in open-book conditions at appropriate points throughout the Unit. Assessors should use their professional judgement, subject knowledge, experience and understanding of their learners to determine the most appropriate approaches to generating evidence.

Learners will devise, negotiate and agree a production plan to meet the creative brief. They will then implement the production plan and present the output to the client in a formal review, taking note of feedback and implementing any required changes.

Outcome 1 — Product evidence

PC (a) The learner should devise a production plan that includes:

- ◆ a copy of the Creative Brief.
- ◆ the learner's interpretation of the brief with an outline of the tasks.
- ◆ an overview of the resources to be used.
- ◆ an overview of the stages and timescale of the production.

PC (b) The refined production plan must include:

- ◆ a copy of the Creative Brief.
- ◆ a refined interpretation of the Creative Brief.
- ◆ a list of tasks.
- ◆ a list of resources to be used.
- ◆ a timeline showing the stages of the production including progress review points.
- ◆ a completed risk assessment if applicable to the tasks.

Outcome 2 — Product evidence

PC (a) — Submission of a tasks check-list.

PC (b) — Submission of a resources check-list.

PC (c) — Submission of a completed review of on-going progress.

Outcome 3 — Performance evidence and additional evidence

Performance evidence with an assessor's checklist should be used to identify that:

- ◆ the output of the production phase met the creative brief.
- ◆ the client was satisfied with the output.
- ◆ the learner's response to the client's critique and suggestions for any adaptations.



National Unit Support Notes

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(SCQF level 6)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

In the context of the National Certificate in the Creative Industries (SCQF level 6), this Unit complements the Units *Creative Industries: Understanding a Creative Brief* and *Creative Industries: Presenting a Creative Brief*, and builds on the process of understanding and working with creative briefs.

These Units are intended to be equally valid for successful progression to level 7 Award or to employment. They are designed to allow the learner time to develop more fully the skills and understanding of the vocational discipline being studied by creating time for them to explore and experiment in their 'craft'. It is reasonable to expect that the more finely developed skills and knowledge acquired in this way will be beneficial both in employment or self-employment.

This Unit is Mandatory within the National Certificate in Creative Industries (SCQF level 6), but can also be taken as a free-standing Unit.

For the purposes of this Unit the term 'product' is taken to mean the output of the practical activity. This could be an artefact, a performance or a service provided for the benefit of others.

A wide range of creative contexts may be used to deliver this Unit which would allow the learner to explore and experience the process of taking a creative product from concept to market.

Learners will have opportunities to synthesise knowledge, develop and acquire skills as they respond to the demands of a creative brief. Additionally, learners will develop a range of skills including planning, managing resources, allocating time, scheduling events and using professional communication skills. Whilst there will be product evidence produced by the learner, this Unit is primarily concerned with the development of the process skills and has at its core a Plan, Do and Review structure. The output product of this Unit may become the learner's resource material for the Unit *Creative Industries: Presenting a Creative Product*.

National Unit Support Notes

Unit title: Creative Industries: Working with a Creative Brief (SCQF level 6)

For Outcome 1 *Create a Production Plan to meet a Creative Brief*, learners will work on their own or as part of a creative team to consider the best response to the creative brief. A proposed production plan should be created as the basis for negotiation with the client. Please note the client may be the assessor. This initial version of the plan should show a considered practical response by the learner to the demands of the brief. It should contain an outline strategy and approach and a provisional overview of the resources and timescales. Once the production plan has been devised, the learner will develop and refine the production plan taking into account recommendations and actions negotiated with the assessor.

For Outcome 2 *Implement the production plan to meet a creative brief*, working on their own or as part of a creative team, learners will implement the production plan to realise the intended product. Learners will have opportunities to synthesise knowledge and demonstrate skills from other areas of their learning. Working on their own, or as part of a production team, this is an opportunity to create a product that allows the demonstration of creativity, risk taking and a personalised approach to working. This Outcome allows the learner to demonstrate skills in their chosen subject or creative discipline.

For Outcome 3 *Participate in a formal review with the client*, learners will present their work to the client and illustrate how it has met the demands of the creative brief. This will allow the client to gain an insight into the learner's working methodology and an opportunity to give pragmatic advice during a formal review. A key skill to be developed in this Outcome is the participation in a professional dialogue with the client.

There are several specific National Occupational Standards (NOS) relating to this and the other Units in the suite. Depending on the context of the delivery of the Group Award, NOS from either Creative and Cultural Skills and/ or Creative Skillset will apply.

SKSGC1: Provide creative and strategic direction for creative industry projects.

SKSD18: Develop design briefs.

SKSD26: Review, refine and finalise design products.

SKS ADV11: Organise production.

SKSBS4: Follow the project execution process.

CCSTP24: Clarify creative and production requirements.

Guidance on approaches to delivery of this Unit

In the context of the National Certificate in Creative Industries (SCQF level 6), the combined suite of three double-credit Units is designed to allow learners to undertake creative projects that reflect current professional and industrial practice using briefs. As well as developing creativity, critical thinking, analysis, problem solving skills, learners will develop and acquire employability skills such as communication, organising, managing and working to deadlines through independent and/or collaborative working and/or peer evaluation.

National Unit specification: Support Notes (cont)

Unit title: Creative Industries: Working with a Creative Brief (SCQF level 6)

This Unit also develops the skills and knowledge acquired in the Unit *Creative Industries: Understanding a Creative Brief* and is primarily concerned with the development of the learner's personal creative response to the brief. Whether the learner is working on their own, or as part of a creative production team, a learner-centred approach is essential. As this is a practical Unit, coaching and mentoring techniques which facilitate and inspire creative thought processes will encourage greater depth of learner responses. Whilst there will be a commonality of Creative Industries knowledge and skills being developed, delivery staff should implement the most relevant learner-centred approach for the context and nuance in which the Group Award is being delivered, eg a Visual Arts context will by necessity be different from a Performing Arts context.

The Outcomes are self-contained and should be delivered in sequence.

Through collaborative working, learners could gain valuable experience of how creative teams depend on each other's skills to successfully meet the brief- in particular, communication, inter-personal skills and management of resources in complex situations.

Learners are expected to become familiar and work with due regard to Health and Safety. Depending on the context of the Group Award, this may simply be *Slips, Trips and Hazards* or more complex scenarios involving COSHH, Control of Noise etc. Coaching and mentoring in this area will be crucial.

To instil good practice and promote professional and ethical practices for the Creative Industries, particular importance should be placed on compliance with any regulation applicable, eg Ofcom for Broadcasting, Media and Journalism. Working at Height for Theatre/ Drama as well as working respectfully with regard to Equality, Diversity and Inclusion.

Outcome 1 — Learners will be issued with a brief, ideally involving an external client or, where this is not practicable, an internal client, eg another department or discipline. The nature of the brief will indicate whether the response required is for a single learner or a small team. If appropriate, learners may work in groups but care must be taken to ensure there will be sufficient activities and opportunities for each learner's input to be assessed.

Outcome 2 — The production phase will need to be carefully planned and managed both by staff and learners.

Outcome 3 — Staff and learners could facilitate role-play prior to the formal review with the client. This will allow learners to prepare and rehearse their presentations.

National Unit specification: Support Notes (cont)

Unit title: Creative Industries: Working with a Creative Brief
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Guidance on approaches to assessment of this Unit

It is expected that centres will produce a diverse range of products within the context of their own discipline areas within the context of the Group Award.

Evidence can be generated using different types of assessment and staff should consider the practicalities of generating the evidence in the context of their delivery.

Outcome 1

Paper document, presentation, or electronic submission, written/ graphical or recorded oral evidence.

Outcome 2

E-portfolio, physical product(s), human and/ or electronic/ mechanical performance.

Outcome 3

Paper or electronic observation checklist for PC a) and b).

Centres may find opportunities to integrate this Unit with other Units.

For Outcome 1 — A key skill that can be assessed is the ability to prepare and use a Health and Safety Risk Assessment document. It is envisaged that a simple Risk Assessment is undertaken to help build confidence with this important element of professional skills development. This would naturally occur in the planning stage. In some scenarios it might not be obvious from the plan that tasks require a Risk Assessment in which case it may be appropriate to consider personal wellbeing in a Health and Safety context when carrying out tasks for Outcome 2, eg posture, adequate lighting, long periods of time sitting, etc. If no Risk Assessment is required then a simple statement to that effect should be in the plan.

For Outcome 2 — Product evidence will be generated over a period of time and assessors will need to check and review the learner's progress during the process of implementing the plan. This is to help the learner keep focussed on implementing the plan.

For Outcome 3 — Performance evidence is required from the learner who will be observed taking part in a formal review with the client whilst presenting the final output of the production phase and a simple checklist should be used.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

National Unit specification: Support Notes (cont)

Unit title: **Creative Industries: Working with a Creative Brief** (SCQF level 6)

Evidence for all Outcomes should be carried out under open-book conditions and be gathered for each Outcome on a sequential basis. It is anticipated that the majority of the evidence will be produced during class time. This will help to authenticate work of individual learners. However, the use of mentoring sessions and observation of peer to peer discussion will also provide opportunities for assessors to authenticate learner performance. Additional evidence could contribute to the authentication of learner work, eg video recorded evidence. This would be beneficial where the Unit or elements of the Unit are delivered via Distance Learning.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There will be opportunities to develop a range of Core Skills including *Communication, Numeracy, Information and Communication Technology (ICT), Working with Others* and *Problem Solving*.

There will be opportunities to develop the Core and Essential Skills outlined above through participation in set tasks. These opportunities should arise naturally through activities such as team discussion, individual research, presentations, budgeting, etc.

Other skills developed during this Unit include enterprise, entrepreneurialism and employability.

The ability to develop skills in enterprise, entrepreneurialism and employability are at the very heart of this Unit. Learners will be given the freedom to creatively respond to the demands of creative briefs, and will develop the capacity to formulate ideas. Learners will have the opportunity to begin to develop skills in order to implement those ideas.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 6.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Creative Industries: Working with a Creative Brief (SCQF level 6)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is a mandatory Unit within the National Certificate in Creative Industries (SCQF level 6), but can also be taken as a free-standing Unit. It follows on from the first one in the series *Creative Industries: Understanding a Creative Brief* and it precedes the third one in the series *Creative Industries: Presenting a Creative Product*.

The purpose of this Unit is to allow you to develop knowledge and skills by working with a Creative Brief. You have opportunities to develop knowledge and skills specific to the context of your studies by integrating knowledge and skills from the other Units you undertake.

You will work with a client to explore potential responses to their creative brief. You are encouraged to experiment with ideas and explore possible responses to the brief. You will acquire skills in planning, managing resources, reviewing and refining your plan. Before moving on to the practical activity, you will review your ideas with your assessor/mentor where you will need to convince them that your chosen solution meets the brief. Once agreement has been reached, you will refine and implement the action plan.

When the process has been completed you will take part in review with the client. You will engage in a discussion about the success of the process and how you have met the demands of the brief.

Your work will be assessed through a combination of you submitting documentation, physical evidence and observation checklists. Throughout the Unit you will develop Core Skills and, in particular, *Problem Solving*, *Communication*, *Working with Others*. You will also develop skills in employability, negotiation, planning and presenting information.

There will be opportunities to develop an awareness of and work towards: sustainability through careful planning of resource use; citizenship and cultural awareness, eg by considering the impact of your creativity and creative output on other people.

You can work on your own or in teams but you are encouraged to work with others with different skillsets and strengths from you. Collaborative working and team-working is a major part of the activities in the Creative Industries and you will also build up a network of creative talent.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF Level 6.