
National 5 Skills for Work Creative Industries Course Specification (C276 75)

Valid from August 2013

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

Course outline

Course title: Creative Industries National 5 Skills for Work

SCQF credit points: (24 SCQF credit points)

Course code: C276 75

Mandatory units

The course comprises the following mandatory units:

J17V 75	Creative Industries: An Introduction	6 SCQF credit points
	OR	
H6MV 75	Creative Industries: An Introduction — Scotland	6 SCQF credit points
J17W 75	Creative Industries: Skills Development	6 SCQF credit points
J17X 75	Creative Industries: The Creative Process	6 SCQF credit points
J17Y 75	Creative Industries: Creative Project	6 SCQF credit points

Recommended entry

Entry is at the discretion of the centre.

Progression

This course or its components may provide progression to:

- ◆ National Courses in a range of subject areas
- ◆ National Qualification Group Awards in the creative industries in a range of sectors
- ◆ Training/employment in the creative industries
- ◆ Further/higher education

Core Skills

Achievement of this course gives automatic certification of the following:

Complete Core Skill(s)	None
Core Skill components	Critical Thinking at SCQF level 5 Planning and Organising 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 course specification.

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 and Cultural Skills is the Sector Skills Council for craft, cultural heritage, design, literature, music, performing and visual arts.

The National 5 Skills for Work Creative Industries course has been designed to link broadly to NOS in the creative industries sector and provides some of the underpinning knowledge required for the industry. The course also gives learners experience of the practical skills required to work in the sector and helps prepare them for further training.

Aspects from a wide range of NOS relevant to the creative industries are broadly reflected through some of the activities within the units of the National 5 Skills for Work 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

Further details are provided in the 'Rationale' section.

Equality and inclusion

This Course Arrangements 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.

Common rationale for Skills for Work Courses

Skills for Work Courses are designed to help learners to develop:

- ◆ Skills and knowledge in a broad vocational area.
- ◆ Skills for learning, skills for life and skills for work.
- ◆ Core Skills.
- ◆ An understanding of the workplace.
- ◆ Positive attitudes to learning.
- ◆ Skills and attitudes for employability.

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 learners with opportunities for developing *Core Skills*, and *Skills for Learning*, *Skills for Life* and *Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

Core Skills

The five Core Skills are:

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

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, etc.
- ◆ 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 NOS 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, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

Course rationale for National 5 Skills for Work Creative Industries

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

The Department for Digital, Culture, Media and Sport (DCMS) who is responsible for UK Government policy on the creative industries has identified these 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 National 5 Skills for Work Creative Industries course that:

- ◆ Fills an identified gap in vocational education in the curriculum from S3 upwards.
- ◆ Meets the needs of industry.
- ◆ Broadly reflects NOS.
- ◆ Helps learners to develop skills and attitudes for employment within the workplace.

The National 5 Skills for Work Creative Industries course 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).

The National 5 Skills for Work 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 learners to develop practical skills together with employability skills and attitudes needed to work in the creative industries.

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.

Purposes and aims of the course

The general aims of the course are to:

- ◆ Provide learners with a broad introduction to the creative industries in the UK.
- ◆ Provide learners with opportunities to develop employability skills.
- ◆ Allow learners to experience vocationally related learning.
- ◆ Encourage learners to develop a good work ethic.
- ◆ Encourage learners to take responsibility for their own learning and development.
- ◆ Provide learners 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 learners' 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 learners' 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 learners' confidence.
- ◆ Raise learners' awareness of health and safety issues in a working environment.
- ◆ Prepare learners for further learning opportunities, study and training opportunities in the creative industries.
- ◆ Encourage learners to consider a career in the creative industries.

Information about typical learners who might do the course

The target group for this course is school learners from S3 upwards in secondary education and students in Scotland's colleges.

Course structure and conditions of award

Summary of course content

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

Learners 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. Learners 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 learners 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 yearbook.
- ◆ 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 learners' creativity as well as the employability skills and attitudes valued by employers which will help to prepare learners for the workplace.

Employability skills are reviewed by learners and they will seek feedback from their peers and assessors as appropriate. Learners 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.
- ◆ 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

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

Creative Industries: An Introduction (National 5)

The unit introduces learners 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 learners 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 learners 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 (National 5)

The focus of this unit is primarily on practical activity. It is designed to allow learners the opportunity to practise and develop their craft and improve practical skills associated with a chosen job role in the creative industries. The learner 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 learners to seek feedback from others and evaluate the effectiveness of the approaches used.

Creative Industries: The Creative Process (National 5)

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

Learners 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. Learners will also evaluate the team response to the brief.

Creative Industries: Creative Project (National 5)

The focus of this unit is primarily on practical activity carried out in a creative context. Learners will work as part of a team throughout the planning and implementation of a creative project to a given brief. Learners 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 learner to use creative processes to plan, implement and evaluate a creative project.

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

Conditions of award

To achieve the award of National 5 Skills for Work Creative Industries course, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

Assessment

Assessment objectives

Assessment across the units of this course will allow learners 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 learner folio and practical activities. Practical activities will be supported by assessor observation checklists.

Unit assessment

The assessment of the units in this course will be as follows:

Creative Industries: An Introduction (National 5)

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 learners' 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 learner will gather in open-book conditions at appropriate points throughout the unit.

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

Creative Industries: Skills Development (National 5)

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 learners 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 learners can identify approaches for skills development and briefly plan how they will be implemented. An evaluation of learners' own skills development is also required.

Creative Industries: The Creative Process (National 5)

Performance evidence and written and/or oral evidence is required for this unit. Learners 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 learner has effectively carried out any agreed tasks. Performance evidence will be supported by an assessor observation checklist.

Learners 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 (National 5)

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

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

Written and/or oral evidence is required to demonstrate that learners can evaluate both their own and the team's 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 ASPs. The ASPs for these units illustrate the standard that should be applied and include learner pro formas, 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.

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

Quality assurance

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk/GuideToAssessment).

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

3 Health and Wellbeing

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.4 Planning for, and making, choices and changes

4 Employability, enterprise and citizenship

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.3 Working with others
- 4.4 Enterprise

5 Thinking Skills

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.4 Analysing and evaluating
- 5.5 Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

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.

<i>Creative Industries: An Introduction</i> (National 5)	= A
<i>Creative Industries: Skills Development</i> (National 5)	= B
<i>Creative Industries: The Creative Process</i> (National 5)	= C
<i>Creative Industries: Creative Project</i> (National 5)	= 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 these	A B D
◆ Awareness of entrepreneurial skills	A C
◆ Awareness of health and safety guidelines	A B C D
◆ Working co-operatively 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

Assessment evidence in all units:

Learner folio of information gathered and assessor observation checklist of practical activities.

Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

Guidance on approaches to delivery and assessment for this course

The main approaches to learning in this course should be experiential and learner-centred. Learners should have the opportunity to develop practical skills in a creative environment and, if possible, in a realistic workplace 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 learners.

Learners will achieve maximum benefit from this course if schools and colleges can work in partnership with employers and creative industry practitioners. By allowing learners 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 learners to understand what is required of them for each unit and the approaches to be taken.

Sequencing/integration of units

Centres should ensure that an induction to the course is given, which will enable learners 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* (National 5) is introduced early in the course to raise learners' 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 learners 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* (National 5) 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* (National 5). Using an integrated approach could also mean that outcomes 2 and 3 of *Creative Industries: Skills Development* (National 5) could be delivered at the early stages of the unit *Creative Industries: Creative Project* (National 5) where learners 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* (National 5) and it is recommended they take place on an ongoing 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 learner will carry out in the unit *Creative Industries: Creative Project* (National 5).

It would also be appropriate for the unit *Creative Industries: The Creative Process* (National 5) to be integrated with the unit *Creative Industries: Creative Project* (National 5). 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* (National 5) would be delivered towards the end of the programme of study when learners are in a position to demonstrate the knowledge and skills they have acquired.

Guidance on approaches to delivery

As part of teaching and learning, learners should be encouraged to take responsibility for their own learning and development. In the practical units of the course, learners need to make choices and plan and carry out their own tasks. This provides a good opportunity to motivate learners to take pride in their own work. The integration of employability skills, in particular self-evaluation skills, will allow learners 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.

Learners 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. Learners 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.

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* (National 5) and *Creative Industries: Skills Development* (National 5). Such visits will be helpful when investigating the different job roles within sectors and will provide learners 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 learners are undertaking activities outwith the centre. Learners 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)

Guidance on approaches to assessment

Further details about unit assessment for this course can be found in the unit specifications and the ASPs.

Each unit will be supported by an ASP which will illustrate the standard that should be applied. It includes learner pro formas, example briefs, review sheets and assessor observation checklists.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this course. 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 Skills

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* (National 5) and *Creative Industries: Creative Project* (National 5).

Achievement of this course gives automatic certification of Working Co-operatively with Others at SCQF level 5 and Problem Solving at SCQF level 5. It also gives automatic certification of the Core Skill component Critical Thinking at SCQF level 4 and SCQF level 5.

General information for learners

The National 5 Skills for Work Creative Industries course will help you to develop the practical skills, together with the employability skills and attitudes which are needed to work in the creative industries sector.

You 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. You 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.

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.

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

This course or its components may provide progression to:

- ◆ National Courses in a range of subject areas
- ◆ National Qualification Group Awards in the creative industries in a range of sectors
- ◆ Training/employment in the creative industries
- ◆ Further/higher education

Administrative information

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History of changes to national course specification

Version	Description of change	Date
2.0	2013 — Course re-coded as part of CfE development programme but no change to course and unit content.	August 2013
3.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	October 2018

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