



National Unit Specification: general information

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

Unit code: H6MV 75

Superclass: AF

Publication date: February 2017

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

This unit has been designed as an alternative mandatory unit of the National 5 Creative Industries Course and is also an optional unit in the Scottish Studies Award 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 in Scotland 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

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

- 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.

National Unit Specification: general information (cont)

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

Recommended entry to the unit

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 for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

National Unit Specification: statement of standards

Unit title: Creative Industries: An Introduction – Scotland (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 – Scotland (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.

Candidates will study sectors, job roles and the skills required in the creative industries in Scotland.

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 – Scotland (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 – Scotland (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 Support Notes

Unit title: Creative Industries: An Introduction – Scotland (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 an alternative mandatory unit of the Creative Industries Course and is an optional unit in the Scottish Studies Award 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 Support Notes (cont)

Unit title: Creative Industries: An Introduction – Scotland (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, www.creativescotland.com,
www.skillsdevelopmentscotland.co.uk, www.skillset.org,, www.ccskills.org.uk.*

National Unit Support Notes (cont)

Unit title: Creative Industries: An Introduction – Scotland (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 Support Notes (cont)

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

Supplementary Guidance for tutors delivering this unit as part of the Foundation Apprenticeship for Creative and Digital Media

This Unit is part of the Foundation Apprenticeship for Creative and Digital Media. The employer group both guiding and informing this development has provided the following information for centres to ensure that learners undertaking the unit as part of the Foundation Apprenticeship gain the best possible experience.

Creative Industries: An Introduction – Scotland is crucial in providing learners with an understanding of the industry and allowing them to make informed choices of the sector they would like to pursue a career. To facilitate this, it is expected that Foundation Apprentices have an exposure to:

- ◆ Convergence – This is vital and requires an emphasis on assessing how business / technology / audiences are changing and looking ahead, trying to predict what is coming next. Centres can reiterate to learners why the UK has a great, vibrant creative industry and classed as a world leader. Centres can also include references to the competing industries abroad;
- ◆ The Creative Industries in the broadest sense and the possible careers within them;
- ◆ The importance of being safe on-line both personal and in the work place;
- ◆ Creating an on-line professional profile. E-mail addresses, Linked-In, Facebook etc. Reinforcing that employees are representing employers too.

Delivery

- ◆ Support sub-sector progression for learners with relevant stakeholder websites. Examples such as, my world of work, Creative Skillset and employer websites.
- ◆ Centres are advised to actively engage with employers on work based elements, meaningful visits to employers can enthuse and create curiosity about the Industries for the learner.
- ◆ Centres are also advised to offer a 'real work exposure' of 2/3 sub-sectors of the Creative and Digital Media industries. This unit is not just to be seen as a 'desk top research unit' only.

Equality and Diversity

Diversity is important in any industry, not just because it is the right thing to do but because it makes **good business sense**; staff that are comfortable and valued at work are more productive. Diversity is especially crucial in the Creative Industries.

A diverse workforce also brings a diverse set of **ideas, knowledge and experiences** leading to increased creativity and problem solving skills.

To help support and encourage inclusion within the creative industries, it is expected that Foundation Apprentices will have an awareness of the:

- ◆ Importance and need for diversity within the creative industries and the problems due to lack of diversity;
- ◆ Need for diversity, including representation of women, BMEs, disability etc.

National Unit Support Notes (cont)

Unit title: Creative Industries: An Introduction – Scotland (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 Support Notes (cont)

Unit title: Creative Industries: An Introduction – Scotland (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 of 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.

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.

National Unit Support notes (cont)

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

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 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.

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

History of changes to unit

Version	Description of change	Date
02	Additional guidance added to support notes for tutors delivering this unit as part of the Foundation Apprenticeship in Creative and Digital Media	14/02/2017

© Scottish Qualifications Authority 2014, 2017

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.