



Higher National Unit specification: general information

This Graded Unit has been validated as part of the HND Creative Industries: Television. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Creative Industries: Television:
Graded Unit 2

Graded Unit code: H49T 35

Type of Graded Unit: Project

Assessment Instrument: Assignment

Publication date: November 2018

Source: Scottish Qualifications Authority

Version: 03

Unit purpose

The Graded Unit provides learners with an opportunity to showcase a range of specialist technical and production skills as well as providing evidence that they have achieved the following principal aims of the HND Creative Industries: Television:

- ◆ To prepare learners for employment in related television occupations at an appropriate level.
- ◆ To demonstrate a knowledge and understanding of the roles and responsibilities involved in television production.
- ◆ To demonstrate a knowledge and understanding of self-employment, business structures and management issues in the Creative Industries.

Recommended prior knowledge and skills

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

General information (cont)

*Content Development and Research
Work Experience
Law and the Communication Industries*

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**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 National 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

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

Assessment

This Graded Unit will be assessed by the use of a practical assignment. The developed practical assignment should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

This Graded Unit should be undertaken on an individual basis. Learners should be encouraged to produce a portfolio that demonstrates a range of specialist technical and production skills they have developed throughout their course of study. Learners should also produce a showreel/ showcase alongside the completed portfolio which should act as a means of effective self-promotion. This requires the integration and application of a variety of employability and enterprise skills within a determined time scale.

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Conditions of assessment

The learner should be given a date for completion of the Practical Assignment. However, the instructions for the assessment task should be distributed to allow the learner sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

Reasonable assistance is the term used by SQA to describe the difference between providing learners with some direction to generate the required evidence for assessment and providing too much support which would compromise the integrity of the assessment. Reasonable assistance is part of all learning and teaching processes. In relation to the assessment of Higher National Project-based Graded Units, assessors may provide advice, clarification, and guidance during the time between the distribution of the project instructions and the completion date, ie at each stage of the project.

Remediation allows an assessor to clarify learner responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, such instances must be formally noted by the assessor, either in writing or recording, and be made available to the internal and external verifier. In relation to Higher National Project-based Graded Units, learners must be given the opportunity for remediation at each stage of the project.

The evidence for a Higher National Project-based Graded Unit is generated over time and involves three distinct stages, each of which has to be achieved before the next is undertaken. This means that any reassessment of stages must be undertaken before proceeding to the next stage. The overall grade is derived from the total number of marks *across all* sections, and should reflect the ability of the learner to work autonomously and the amount of support required. In relation to Higher National Project-based Graded Units, learners who have failed any stage of the project and have been unable to provide the necessary evidence through remediation must be given the opportunity for reassessment of that stage.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the learner

The assessment task must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project including a distribution medium which reflects current industry practices
- ◆ identify the audience and self-promotion requirements for the project
- ◆ consider and evaluate possible elements that could contribute to the effectiveness of the project
- ◆ produce the project and undertake audience or peer evaluation as part of the development phase
- ◆ review and evaluate the project throughout the development phase, tracking changes and making amendments as required through the use of a journal, blog or log book

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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- ◆ plan and organise work and carry it through to completion
- ◆ reflect on what has been done, critically evaluate the approach taken to the project, and draw conclusions for the future
- ◆ produce evidence of meeting the aims which this Graded Unit has been designed to cover

Guidance on grading learners

Learners who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge learner performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which consistently meets deadlines set for each stage of the project without the need for prompting and:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential stages of the project and is of a high standard ◆ demonstrates a highly accurate and insightful interpretation of issues pertaining to employability and enterprise within the television sector ◆ is highly focused and relevant to current practice adopted throughout the television sector ◆ is clear and well-structured throughout and language used is of a high standard in terms of content, accuracy and relevance in relation to television sector ◆ effectively consolidates and integrates required knowledge and skills needed within the television sector ◆ demonstrates the learner's ability to work autonomously 	<p>Is a co-ordinated piece of work which does not consistently meet the deadlines set but:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for the three essential stages of the project and is of an adequate standard ◆ demonstrates an acceptable interpretation of issues pertaining to employability and enterprise within the television sector ◆ is somewhat focused and relevant to current practice adopted throughout the television sector ◆ is satisfactorily structured throughout and language used is of an adequate standard in terms of content, accuracy and relevance in relation to television sector ◆ consolidates and integrates required knowledge and skills needed within the television sector but may be inconsistent in pace, content and presentation ◆ demonstrates independent learning with minimum support and revision during project

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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The project will be marked out of 100. Assessors will mark each stage of the project, taking into account the criteria outlined. The marks will then be aggregated to arrive at an overall mark for the project. Assessors will then assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

- A = 70%–100%
- B = 60%–69%
- C = 50%–59%

Any learner who has failed their graded unit or wishes to upgrade their award must be given a reassessment opportunity, or in exceptional circumstances, two reassessment opportunities. In the case of project-based graded units, this must be done using a substantially different project.

The final grading given must reflect the quality of the learner's evidence at the time of the completion of the graded unit. Learners must be awarded the highest grade achieved — whether through first submission or through any reassessment, remediation, and/or reasonable assistance provided.

NOTE: The learner must achieve all of the minimum evidence specified below for each stage of the project in order to achieve the Graded Unit.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

NOTE: The learner must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning 25%	<p>For this section of the project, learners will be required to demonstrate their planning skills with regards to the project. They will produce an Enterprise and Employability Report which will require them to undertake research relating to employment opportunities including self-employment and the factors that affect the industry. This report will include the following:</p> <ul style="list-style-type: none"> ◆ Analysis of employment opportunities in relation to learner's knowledge and skills base ◆ Identification of specific job roles/job descriptions in relation to learner's knowledge and skills base ◆ Analysis of company structures and business start-ups in relation to learner's knowledge and skills base ◆ Identification of factors affecting current industry practice in relation to technology, health and safety and content distribution ◆ Analysis of relevant copyright and intellectual property issues <p>Learners will also be required to produce an action plan for the project which clearly identifies how they intend to develop their portfolio and what their main aims and objectives are in relation to their completed showreel/ showcase. The action plan must include the following:</p> <ul style="list-style-type: none"> ◆ Project outline with justification for selecting, adapting or developing an approach to deal with the given brief ◆ SWOT analysis of learner's knowledge and skills base ◆ Aims and objectives of the project which includes SMART objectives ◆ Project schedule for the planning and production stage ◆ Minutes from mentoring meetings <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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Project stage	Minimum Evidence Requirements
<p>Stage 2 — Developing</p> <p>60%</p>	<p>Learners must produce a portfolio documenting the development phase of the project which will form the main part of the evidence. Learners should also produce a showreel/ showcase and undertake at least one peer review.</p> <p>Learners should be marked on their ability to organise and present their portfolio effectively. They should aim to provide evidence of technical ability, production skills, research skills and creativity. The completed portfolio should also provide evidence of an awareness of current industry practice and should match the aims of the original project outline submitted in the action plan.</p> <p>The Portfolio must include:</p> <ul style="list-style-type: none"> ◆ Minutes from mentoring meetings ◆ Project schedule for the planning and development stages ◆ Journal, blog or log book ◆ Covering letter/personal statements ◆ CV <p>Learners must undertake one peer review of the portfolio during the development stage and produce a:</p> <ul style="list-style-type: none"> ◆ Peer evaluation form <p>Learners must also develop a showreel/ showcase which includes:</p> <ul style="list-style-type: none"> ◆ Research ◆ Treatment ◆ Presentation <p>60%</p>
	<p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating 15%	<p>This stage of the project covers the evaluation of the learner’s project. Learners must produce an evaluation report which covers the following:</p> <ul style="list-style-type: none"> ◆ The effectiveness of the portfolio and the learner’s ability to plan, develop and present the portfolio in line with the given brief ◆ The effectiveness of the showreel/ showcase in relation to an understanding of current industry practices ◆ Reference to any modifications to the approach during the development of the portfolio/showreel/showcase and reference to alternative approaches considered. ◆ Recommendations for the future which are relevant to any problems encountered during the planning and development stage ◆ Reference to original SWOT analysis and an update on the knowledge and skills base <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

Support notes

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

As this Unit is learner initiated and learner driven, it requires only guidance and direction on the part of the assessor. The same staff member may undertake the roles of Assessor and Mentor. Alternatively, each role may be undertaken by a different staff-member. The learner is expected to work independently in a creative, expressive and professional manner, displaying time management skills in order to successfully complete the Unit.

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Planning stage

Enterprise and Employability Report

For the Enterprise and Employability Report, learners should aim to produce either a 1000 word report or an 8-10 minute oral/visual presentation. Where learners opt to submit an oral or visual presentation, the final audio recording or visual presentation should be submitted as evidence. For guidance on the visual presentation, centres should refer to the section on e-assessment and should aim to encourage innovative methods of evidencing. The 8–10 minute presentation is a guide and it is recommended that learners aim to produce a presentation that falls in between these times.

The Employability and Enterprise Report should aim to explore issues pertinent to current industry practices whilst affording the learners to explore business start-ups, self-employment and entrepreneurship. Key areas that could be explored include:

- ◆ Copyright and intellectual property
- ◆ Company structures and business start-ups
- ◆ Content delivery and platforms
- ◆ Emerging technologies
- ◆ Self-promotion and marketing skills
- ◆ Health and safety legislation
- ◆ Training and continual professional development
- ◆ Job descriptions, roles and responsibilities
- ◆ Public liability insurance, etc

Action Plan

Learners should submit an action plan which aims to clearly identify how they intend to develop their portfolio and what their main aims and objectives are in relation to their completed showreel/ showcase.

For this, learners should aim to produce a 250 word project outline which provides a justification for selecting, adapting and developing the project in line with the given brief. Alternatively, they could submit an oral or visual presentation lasting approximately 3 minutes. The project outline should identify the focus of what will make up their portfolio. For example, if they intend to showcase their skills as a producer, they should determine how they intend to present any projects they have worked on as a producer. If a learner intends to showcase their work as a camera operator, then they should endeavour to put together examples of work that demonstrates specialist technical ability. In each case, there should be a clear rationale for the choices that are being made at the planning stage for inclusion of material in their portfolio.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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Each learner should also carry out a SWOT analysis of current knowledge and skills base. It is envisaged that this would be updated during the evaluation stage of the project. This will afford the learner the opportunity to identify where their skillset is at in relation to current industry practice and in turn will provide the opportunity for the learner to identify any future training or CPD opportunities. This will afford the opportunity for learner to set some SMART objectives if there are areas of weaknesses identified. This could include for example, gaining a driving licence, gaining a first aid certificate, researching public liability insurance costs, etc.

During the planning stage, each learner should also demonstrate effective time management in relation to the project. This could for example include a Gantt Chart or the submission of a calendar which outlines key activities and action points. Part of this time management section will also include the learner booking a mentoring meeting with a member of staff during the planning stage. This will allow the learner to provide an update on the progress of the planning stage and flag up any potential problems with the on-going project. Learners should aim to produce minutes from the mentoring meeting that takes place between themselves and member of staff during the planning stage and these minutes should be submitted as part of the portfolio.

Development stage

The development stage is the opportunity for each learner to showcase their technical and production skills and demonstrate and present knowledge and skills to potential employers.

The portfolio itself should contain elements from the mandatory Units in the current *Creative Industries: Television* framework. They should include examples of written work, completed projects, practical work relating to learning Outcomes, etc. Each learner can decide on how evidence for the portfolio is gathered although it is recommended that centres refer to the guidance on e-assessment and in particular the section on creating content for online platforms/mobile technologies.

Learners should produce a project schedule outlining the key stages of the development of the portfolio and showreel/ showcase. Again, this could be in the form of a Gantt Chart or a calendar with action points.

Learners should endeavour to keep a journal, blog or logbook of the project at both planning and development stage. This should identify the key areas that will make up the portfolio as well as ideas and research gathered throughout both the planning and development stage. It is envisaged the journal, blog or log book would incorporate a range of media including text, photographs, video clips, audio, etc and learners must demonstrate an awareness of copyright.

Another key element of the development stage will be to carry out a peer review during the building of the portfolio. Learners should present their ideas and research as well as work in progress and whether there are any areas that may present difficulties. Centres should aim to evidence these peer review meetings through the use of peer evaluation forms which should be kept by the member of staff overseeing the Graded Unit and disseminated to the learner during the final showreel/ showcase presentation.

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Learners should also produce a showreel/ showcase that aims to showcase the knowledge and skills gained throughout the course of their study. Learners should aim to carry out research into similar practitioners' showreels/ showcases and produce a treatment that both draws upon this research and also aligns itself with the project outline in the Action Plan. On completion of the showreel/ showcase, learners should aim to present to a panel made up of Centre staff and, where possible, industry professionals. The showreel/ showcase presentation should last no more than 10 minutes with a further 5 minutes built-in for Q&A.

In addition to the portfolio and showreel/ showcase, learners should submit an up-to-date CV and a 200 word Covering Letter or Personal Statement. It is envisaged that learners should research basic letter writing and presentation skills in order to create a professional and relevant CV and covering letter.

Evaluation stage

Learners should aim to produce a 1000 word evaluation or an 8–10 minute oral/visual presentation on the main challenges faced during the planning and development stage of the project. Learners should refer to the SWOT analysis submitted during the Planning stage and evaluate whether new knowledge and skills were gained during the development stage. The learner must also account for any changes that have taken place over the course of the project and reflect on how well they dealt with and documented these changes. In summing up, learners should critically reflect on any elements which proved to be either a success or a failure and consider what issues they would aim to resolve in the future.

Marking Scheme Guide

Planning — 25 marks

Enterprise and Employability report — 15 marks
Action plan — 10 marks

Development — 60 marks

Portfolio — Presentation of content 10 marks
Quality of content 10 marks
Success of portfolio in relation to project outline 10 marks
Minutes from meeting — 1 mark
Project schedule — 1 mark
Journal/blog/logbook — 8 marks
CV — 1 mark
Covering letter — 2 marks
Peer review — 2 marks

Showreel/ — Research 5 marks
Showcase Treatment 5 marks
Final presentation 5 marks

Evaluation — 15 marks

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Opportunities for the use of e-assessment

The choice of delivery methods for the Unit is particularly important as the Unit lends itself to learning and teaching approaches which make it possible for learners to document and present suitable assessment evidence as they work through the Unit. Learners could, for example, be encouraged to create an e-portfolio, write a blog or maintain a learning journal. They could, as an integral part of the learning and teaching process, be given guidance on how to structure and organise their material so that it is in a form that can easily be presented for assessment purposes.

Hence, in devising suitable delivery methods, it may be helpful to bear in mind that evidence for assessment can be generated in many different ways, including:

Use of E-portfolios: embed or link media-rich work such as audio, video, image; encourage peer review and feedback conversations; open online platform debate and discussion; learning journals; project documentation; research diaries and reading logs; reflection

Use of blogs or vlogs: embed or link media-rich work such as audio, video, photographs, project documentation, learning journals, research diaries, online presentations.

Use of VLEs as collaborative assignment hubs: eg documentation of project research; events; work experience; forums.

Use of social media as interactive assignment hubs: eg documentation of project, research diary; events; work experience; forums

Methods such as those above link learning and teaching methods directly with the generation of formative and summative assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg social media can be used as a hub for peer review, learners can evidence research reports and diaries through the use of vlogs, etc.

As noted above, e-assessment may be particularly appropriate for this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as the use of e-portfolios or social network sites. 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. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*.

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Opportunities for developing Core Skills

Whatever the learning, teaching and assessment approaches adopted, this Unit provides opportunities for developing most of the Core Skills but in particular, *Problem Solving*, *Communication* and *ICT*.

Problem Solving: Planning and Organising at SCQF level 6

Learners will develop a plan to complete a complex task and then identify and obtain resources to carry it out.

The task will involve a large number of variables — many will be in a context unfamiliar to the learner — and some relationships will also be unfamiliar. The plan will include taking account of information, issues, aspects or situations and will need to be reviewed, and the strategy adjusted, when circumstances change.

The learner will identify and obtain resources which s/he must select from a wide range of familiar and unfamiliar sources, probably by means of a search. The resources must be appropriate to the task and will include sources of information, set procedures, people, equipment and physical resources. The learner must decide how to manage and carry out the task, possibly allocating some of the sub-tasks to others in a group situation.

Problem Solving: Critical Thinking at SCQF level 6

The Unit requires learners to analyse a complex task, identify and assess the relevance of the factors involved, and develop and justify an approach which will ensure its successful completion.

The variables may be complex or unfamiliar to the learner and relationships may need to be explained or simplified. The learner must identify the variables associated with the task and ascertain their relevance, significance and any relationships between them. Thereafter the learner must evaluate the situation (by summarising, explaining or drawing conclusions) and identify a strategy to deal with it. A new approach may then be devised or an existing one modified. The revised approach must be justified by the learner's taking account of the factors involved, the resources available and/or by comparing various possible alternatives.

Problem Solving: Reviewing and Evaluating at SCQF level 6

This Unit requires learners to evaluate their own problem solving activity by reviewing the effectiveness of their techniques/strategies in meeting the aims of the task. The learner will analyse the effectiveness of all aspects of the problem solving strategy, including any actual or considered modifications to it during the course of the activities. They may then either devise their own or adopt other established evaluation criteria.

Appropriate evidence to support the learner's conclusions must be gathered from a suitable range of sources and coherent conclusions must be drawn taking account of *all* the evidence. Recommendations could include suggestions for further investigation or the use of a different strategy to improve the learner's future performance.

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Communication: Oral Communication at SCQF level 6

During the course of this Unit the learner will need to convey information, ideas and opinions accurately, coherently and succinctly using vocabulary and language structures appropriate to the audience. When contributing to discussion, as asking or answering questions or making an oral presentation s/he will need to present a coherent report, respond to the opinions of others and take account of their contributions.

Communication: Written Communication (Reading) at SCQF level 6

This Unit involves reading a wide range of materials which may present complex ideas and arguments and which will require the learner to be able to understand and identify key and linked facts, arguments and issues. Learners will read text concerned with the analysis and synthesis of information. The text may include images and will often serve more than one purpose, eg to inform, persuade or recommend. Learners will extract information from the text and synthesise ideas and information to support their own arguments or points of view.

Communication: Written Communication (Writing) at SCQF level 6

Learners will undertake research and use their analytical skills to find, select and interpret the information needed to produce a report or similar communication which has a clearly defined purpose and structure. The information presented must be analysed and evaluated and relevant ideas developed, taking account of conflicting evidence and opinions. The overall task is a complex research topic and will involve a large number of related ideas, opinions and detail which will need to be analysed and evaluated clearly and end with logical conclusions.

Information and Communication Technology (ICT): Accessing Information at SCQF level 6

Learners will use a range of ICT equipment independently, carry out complex searches and manage the organisation and security of their work. They will present relevant, accurate information effectively using media appropriate to both subject and audience.

Information and Communication Technology (ICT): Providing/Creating Information at SCQF level 6

Learners will be expected to use a range of processing tasks independently, observing security procedures and the needs of other users. They will extract and present information from local or remote data sources which may be textual, graphical, audio, etc. They will use *ICT* to gather and evaluate information and present findings in an appropriate format.

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
03	Additional guidance provided on implementation of Graded Unit and new criteria added to grade related criteria covering deadlines and independent working. 'Showreel' changed to 'showreel/ showcase'.	20/11/18
02	Update to Conditions of Assessment.	25/07/18

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FURTHER INFORMATION: Call SQA's Customer Contact Centre on 0345 279 1000.

General information for learners

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This Graded Unit integrates the main knowledge and skills gained in the Units within the HND in Creative Industries: Television. It is therefore expected that you will have either completed or be in the process of completing the mandatory Units of your HND in Creative Industries: Television. This Graded Unit is based on a project and the assessment is a practical assignment, with three stages (planning, developing and evaluating) which gives you the opportunity to showcase a range of specialist technical and production skills that you developed over the course of your study.

There are three stages to this Graded Unit and the main activities in each stage are:

Stage 1 — Planning

This stage of the project requires you to demonstrate your planning skills. You will be required to undertake research relating to employment opportunities including self-employment and the factors that affect the industry. You will use the Outcome of this research to produce an Enterprise and Employability report which must include the following:

- ◆ An analysis of employment opportunities in relation to your knowledge and skills base
- ◆ Identification of specific job roles/job descriptions in relation to your knowledge and skills base
- ◆ An analysis of company structures and business start-ups in relation to your knowledge and skills base
- ◆ Identification of factors affecting current industry practice in relation to technology, health and safety and content distribution
- ◆ An analysis of Copyright and Intellectual Property
- ◆ You will also be required to produce an Action Plan which includes the following:
- ◆ A project outline with justification for selecting, adapting or developing an approach to deal with the given brief
- ◆ A SWOT Analysis of your knowledge and skills base
- ◆ Aims and Objectives which must be SMART, ie specific, measurable, achievable, realistic and timebound
- ◆ Project schedule for the Planning Stage of the project
- ◆ Minutes from Mentoring Meetings

General information for learners (cont)

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Stage 2 — Developing

This stage of the project provides you with the opportunity to showcase the technical and production skills you have developed throughout the course of your study. For this stage of the project, you must provide the following evidence:

◆ **Portfolio**

- Your portfolio should be organised and presented effectively. You should aim to provide evidence of your technical ability, production skills, research skills and creativity. Your completed portfolio should also provide evidence of an awareness of current industry practice and should match the aims of the original project outline you submitted in the Action Plan.

The following documents should also be included in your portfolio:

- ◆ Minutes from mentoring meetings
- ◆ Planning tool such as a Gantt chart outlining the stages in the development of the portfolio
- ◆ Journal, blog or log book
- ◆ CV
- ◆ Covering letter

◆ **Peer Review**

- You will be required to peer-review fellow learners' work and produce a Peer Evaluation Form

◆ **2 Minute Showreel/ Showcase**

You should produce a 2–3 minute showreel/ showcase that demonstrates your knowledge and skills gained throughout the course of your study. The showreel/ showcase can be an important tool to promote yourself to potential employers.

- Your showreel/ showcase should include:

- ◆ Research
- ◆ Treatment
- ◆ Presentation

General information for learners (cont)

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Stage 3 — Evaluating

In this final stage, you are to carry out an evaluation of your project which covers the following:

- ◆ The effectiveness of the portfolio and your ability to plan, develop and present the portfolio in line with the given brief
- ◆ The effectiveness of the showreel/ showcase in relation to an understanding of current industry practices
- ◆ Reference to any modifications to the approach during the development of the portfolio/showreel/showcase and reference to alternative approaches considered
- ◆ Recommendations for the future which are relevant to any problems you encountered during the planning and development stage
- ◆ Reference to your original SWOT analysis and an update on your knowledge and skills base

Your project will be marked out of 100 and you must pass each stage before moving onto the next stage. Each stage has the following marks:

Planning — 25 marks
Developing — 60 marks
Evaluating — 15 marks

You will be assigned an overall grade which will be based on the following:

Grade A = 70%–100%
Grade B = 60%–69%
Grade C = 50%–59%