



## Higher National Unit specification

### General information

**Unit title:** Creative Industries: An Introduction

**Unit code:** H4A1 34

**Superclass:** EE

**Publication date:** June 2013

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

This Unit is designed to introduce learners to the concept, history, significance and integrated workings of the Creative Industries whilst developing their appreciation of the importance of transferable skills and how an elected occupational area fits within the overall structure of the sector.

On successful completion of this Unit, learners may progress to the Unit: *Creative Industries: Preparing for the Workplace*.

### Outcomes

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

- 1 Explain the history, significance and value of the Creative Industries sector in the UK economy.
- 2 Explore key occupational areas within the Creative Industries, their interaction and synergy.
- 3 Explore the range of roles and opportunities available within an elected occupational area of the Creative Industries.

### Credit points and level

1 Higher National Unit credit at SCQF level 7 (8 SCQF credit points at SCQF level 7)

### Recommended entry to the Unit

Learners should be able to demonstrate good research and communication skills.

## **Higher National Unit specification: General information (cont)**

**Unit title:** Creative Industries: An Introduction

### **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.

### **Context for delivery**

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

### **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](http://www.sqa.org.uk/assessmentarrangements)

## **Higher National Unit specification: Statement of standards**

### **Unit title:** Creative Industries: An Introduction

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**

Explain the history, significance and value of the Creative Industries sector in the UK economy.

#### **Knowledge and/or Skills**

- ◆ Definition
- ◆ Concept
- ◆ History and development
- ◆ Economic value
- ◆ Cultural importance

### **Outcome 2**

Explore key occupational areas within the Creative Industries, their interaction and synergy.

#### **Knowledge and/or Skills**

- ◆ Industry sectors
- ◆ Interaction and synergy amongst sectors
- ◆ Transferable skills, including hard and soft skills, employed throughout the Creative Industries

### **Outcome 3**

Explore the range of roles and opportunities available within an elected occupational area of the Creative Industries.

#### **Knowledge and/or Skills**

- ◆ Role, job and self-employment opportunities
- ◆ Specific ability and transferable skill requirements
- ◆ Effect of technology and technical developments
- ◆ Health and safety
- ◆ Legal issues
- ◆ Effect of marketplace developments

## **Higher National Unit specification: Statement of standards (cont)**

**Unit title:** Creative Industries: An Introduction

### **Evidence Requirements for this Unit**

Learners will need to provide oral and/or written evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

In **Outcome 1**, explain the history, concept, significance and value of the Creative Industries sector in the UK economy. Learners will be required to define the concept of Creative Industries and explain their development as well as quantifying the effects of the Creative Industries on the UK cultural scene and economy.

In **Outcome 2**, explore key occupational areas within the Creative Industries, their interaction, synergy and the transferable skills required. Learners will describe the main occupational areas of the Creative Industries and provide examples of cross-sector activity and interdisciplinary soft and hard skills.

In **Outcome 3**, explore the range of roles, employment and self-employment opportunities available within an elected occupational area of the Creative Industries. The exploration will include an analysis of the required skills and issues influencing them. Learners will show that they can distinguish ways of working within an elected occupational area of the Creative Industries. They will also have to demonstrate an understanding for the requirement of specific occupational and transferable skills. In addition, they will be expected to consider the potential impact of technological, health and safety and legal issues as well as marketplace developments.

The assessment of all Outcomes will be undertaken in open-book conditions and may be combined as part of a single assessment for this Unit.



## **Higher National Unit: Support Notes**

### **Unit title:** Creative Industries: An Introduction

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

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### **Guidance on the content and context for this Unit**

This Unit is primarily intended to introduce learners to the, history, significance, integrated workings and concept of the Creative Industries sector in the UK. The Unit should concentrate on the Creative Industries as a whole and place the learner's elected occupational area in context and explore how constituent elements interface and interact with each other in the sector. Importantly, it should highlight the importance of the whole Creative Industries sector to the economic and cultural wellbeing of the UK.

Although the Unit is expressed in generic terms, it should be related to a context that is familiar to learners. If necessary the terminology used in the Unit can be adapted to suit an elected occupational area in the Creative Industries.

In **Outcome 1** learners will examine the history and development of the concept of the Creative Industries with particular attention to their economic value and cultural importance. It should also answer the questions 'What are the Creative Industries?' and 'How is the sector made up?' Learners will be expected to define the Creative Industries as promoted by the UK Government and explain how the sector has developed (a useful reference being — [www.culture.gov.uk](http://www.culture.gov.uk)).

In **Outcome 2** learners will be expected to delineate the main occupational areas within the Creative Industries and demonstrate interactivity and synergy within the sector. As a result, they will become aware of cross-disciplinary activity and the requirement for interdisciplinary soft and hard skills — for example, how Graphic Design interfaces with Advertising; how Music Production works with Broadcast Media and Games, etc.

(Examples of 'soft' skills are working in a team; being punctual, reliable, well organised and presentable; communicating well. 'Hard' skills are applied technical, practical, craft 'know-how' skills.)

In **Outcome 3** learners will describe ways of working in the Creative Industries sector. They will be expected to research a range of roles, jobs, freelance and self-employment opportunities available within an elected occupational area. The focus of this Outcome should be on giving learners an understanding of the full range of skills (skillset) required in particular posts.

## **Higher National Unit: Support Notes (cont)**

### **Unit title:** Creative Industries: An Introduction

In addition, learners will be expected to keep abreast of latest developments in their occupational area, considering the influence of new technology and markets. Other sectoral issues such as legal, health and safety and business support should also be explored.

### **Guidance on approaches to delivery of this Unit**

The delivery of Outcomes of this Unit may be integrated with other Creative Industry Units.

This Unit can be delivered through lecturer-mediated discussion and facilitation. This may be in a traditional face-to-face environment or using a virtual learning environment or by various combinations of the two such as classroom interaction augmented by an on-line forum.

It would be helpful if appropriate Creative Industry practitioner visits could be incorporated.

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 produce suitable assessment evidence as they work through the Unit.

Learners could, for example, be encouraged to write a blog or maintain a learning diary. 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 and recorded in many different ways, including:

- ◆ Presentations and other non-written assessments such as group presentation; individual presentation; production of artefact (eg poster, video, audio); role play; debate and discussion.
- ◆ Assignments, eg reports, e-portfolios; learning journals; project documentation; diaries; reading logs; blogs and reflective notebooks.
- ◆ Collaborative work, eg projects, broadsheets, videos.
- ◆ Making use of technology, eg blogs; wikis; social media tools; VLE, e-portfolios.

Methods such as those above link learning and teaching methods directly with the generation of assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg a VLE may be used as a vehicle for debate and discussion.

## **Higher National Unit: Support Notes (cont)**

**Unit title:** Creative Industries: An Introduction

### **Guidance on approaches to assessment of this Unit**

As shown above, evidence can be generated using different types of instruments of assessment. There may be other methods that would be more suitable to learners. The following are suggestions only:

- ◆ An illustrated report of approximately 1,000 words covering all three Outcomes may be considered and, as Outcome 3 focuses on an elected occupational area, it may be appropriate to consider a 'sectoral' medium for delivery (or partial delivery) of assessment evidence.
- ◆ Presentations and other non-written assessments such as group presentation; individual presentation; production of artefact (eg poster, video, audio); role play; debate and discussion.
- ◆ Assignments, eg e-portfolios; learning journals; project documentation; diaries; reading logs; blogs and reflective notebooks.
- ◆ Collaborative work, eg projects, broadsheets, videos.
- ◆ Making use of technology, eg blogs; wikis; social media tools; VLE, e-portfolios.

Methods such as those above link learning and teaching methods directly with the generation of assessment evidence so that they become part and parcel of the same thing.

Centres could also use a more traditional approach, such as an illustrated report (of approx. 1,000 words) assessing all three Outcomes. As Outcome 3 focuses on an elected occupational area of the Creative Industries it may be appropriate to consider a 'sectoral' medium for delivery of assessment evidence.

Alternative means of providing evidence should be considered. The learner should be encouraged to produce evidence in a creative manner and it may be recorded, illustrated and presented in any medium or media relevant to the learner's course. (See: Guidance on approaches to delivery of this Unit above.)

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

### **Opportunities for e-assessment**

As noted above, e-assessment may be particularly 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](http://www.sqa.org.uk/e-assessment)

## **Higher National Unit: Support Notes (cont)**

**Unit title:** Creative Industries: An Introduction

### **Opportunities for developing Core and other essential skills**

In this Unit learners will develop an understanding of the history, significance and integrated structure of the Creative Industries. **Depending on the learning and teaching approaches adopted** the Unit provides opportunities for developing all three components of the Core Skill of *Communication* and *Problem Solving* at SCQF level 6 as well as the two for *Information and Communication Technology* at SCQF level 6.

#### **Communication: Oral Communication at SCQF level 6**

Learners will need to convey information, ideas and opinions accurately, coherently and succinctly using vocabulary and language structures appropriate to the audience. If contributing or presenting orally, s/he will respond to 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. The text may include images and will often serve more than one purpose — eg to inform, persuade or recommend.

#### **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 will be developed, taking account of conflicting evidence and opinions. ‘Creative Industries’ 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.

#### **Problem Solving: Critical Thinking at SCQF level 6**

Learners will have to analyse the complex topic and identify an effective approach to the task. Before doing this they will need to consider alternative ways of doing it and assess the advantages and disadvantages of each. There will be a lot of material which will require analysis and evaluation by the learner in order to identify the relevance and importance of a variety of factors.

#### **Problem Solving: Planning and Organising at SCQF level 6**

Before starting the task, learners will need to plan their online and traditional research. This will involve a number of different aspects such as deciding on an approach, generating and developing ideas for inclusion and producing the final required output on time.

#### **Problem Solving: Reviewing and Evaluating at SCQF level 6**

The learner is required to analyse and evaluate a wide range of research material and present reasoned and coherent findings and opinions in a conclusion.

## **Higher National Unit: Support Notes (cont)**

**Unit title:** Creative Industries: An Introduction

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

Learners will use a range of ICT equipment, 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 use ICT to gather and evaluate information and present findings in an appropriate format.

### **Other essential skills**

Throughout the Unit learners will develop knowledge and skills which are specifically intended to enhance their employability in the Creative Industries sector. Because these and other soft skills such as punctuality, presentability and efficient time management are readily transferable, they could also be applied to many other media and/or areas of employment.

## **History of changes to Unit**

<b>Version</b>	<b>Description of change</b>	<b>Date</b>

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## General information for learners

### Unit title: Creative Industries: An Introduction

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

This Unit is primarily intended to introduce you to the concept, history, significance, and integrated workings of the Creative Industries sector in the UK. It considers the Creative Industries as a whole and explores how constituent elements interface with each other in the sector, placing your elected occupational area in context.

Importantly, it should highlight the importance of the whole Creative Industries sector to the economic and cultural wellbeing of the UK.

The Unit concentrates on three things:

- ◆ The background, concept and economic value of the Creative Industries in the UK.
- ◆ The constituent elements of the Creative Industries and how they interact with each other.
- ◆ Employment and entrepreneurial opportunities, skills required and related issues.

**Outcome 1** examines the history and development of the concept of the Creative Industries with particular attention to their economic value and cultural importance. You will be expected to define the Creative Industries as promoted by the UK Government and explain how the sector has developed. (A useful reference being — [www.culture.gov.uk](http://www.culture.gov.uk)).

**Outcome 2** examines the main occupational areas within the Creative Industries and demonstrates interactivity and synergy within the sector. You will be expected to become aware of and be able to describe cross-disciplinary activity and the requirement for interdisciplinary soft and hard skills.

**Outcome 3** examines ways of working in the Creative Industries. You will be expected to research a range of roles, jobs, freelance and self-employment opportunities available within your elected occupational area in order to gain an understanding of the full range of skills (skillset) required in particular posts. In addition, you will be expected to reflect on latest developments in your chosen occupational area, considering the influence of new technology and markets. Other sectoral issues such as legal, health and safety and business support should also be explored.

In order to complete this Unit successfully, you will be required to achieve a satisfactory level of performance in all Outcomes