



Higher National Unit specification

General information

Unit title: Outside Broadcasting: Work Placement (SCQF level 9)

Unit code: H65T 36

Superclass: HC

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Unit purpose

This Unit is designed to allow the learner to undertake a work placement within the outside broadcasting multi camera environment. This will allow learners to place their knowledge and skills within a professional context and also to develop professional contacts and potential employment opportunities. This Unit is delivered as a mandatory Unit within the Outside Broadcasting in a Multi Camera Production PDA.

Outcomes

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

- 1 Analyse the requirements of a specialist role.
- 2 Engage in and contribute to an outside broadcast multi camera production.
- 3 Critically evaluate own performance within the work placement.

Credit points and level

1 Higher National Unit credit at SCQF level 9: (8 SCQF credit points at SCQF level 9)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However it is recommended that learners have completed or are in the process of completing an HND or equivalent level qualification in Television or a related subject area. If the learner is completing this Unit as part of the Outside Broadcasting in a Multi Camera Production PDA then it is recommended that both *Outside Broadcasting: An Introduction* and *Outside Broadcasting: Health and Safety* have been successfully completed.

Higher National Unit specification: General information (cont)

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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.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Analyse the requirements of a specialist role.

Knowledge and/or Skills

- ◆ Job Role
- ◆ Responsibilities and limitations of the role
- ◆ Lines of command and communication
- ◆ Context of role within the team and wider outside broadcast production
- ◆ Specialist terminology
- ◆ Legislation, morals and ethics
- ◆ Health and Safety policies, procedures and responsibilities in relation to role

Outcome 2

Engage in and contribute to an outside broadcast multi camera production.

Knowledge and/or Skills

- ◆ Independent working
- ◆ Team working
- ◆ Use of specialist equipment
- ◆ Communication systems
- ◆ Receiving and responding to feedback
- ◆ Self-awareness
- ◆ Professional practice
- ◆ Production risk assessment

Outcome 3

Critically evaluate own performance within the work placement.

Knowledge and/or Skills

- ◆ Self-evaluation
- ◆ Gathering and analysing feedback from others
- ◆ New processes and techniques
- ◆ Best practice
- ◆ Employment opportunities

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes.

Outcome 1

Learners will provide evidence of Knowledge and Skills by researching and producing a report which:

- ◆ analyses the requirements of the role in terms of key and soft skills.
- ◆ includes clear understanding and explanation of responsibilities and limitations of responsibility.
- ◆ illustrates and explains lines of communication, command and systems for sharing information.
- ◆ analyses the context, team and management structure within which their role fits.
- ◆ correctly identifies and explains specialist terminology appropriate to their role.
- ◆ explains key legislation, moral and ethical issues and their implications.
- ◆ explains hazards, health and safety legislation and personal responsibility required.
- ◆ provides details of research sources to ensure the information is current and valid.

Outcome 2

Learners will keep a log/diary throughout the duration of their work placement within an outside broadcast multi camera production role. The log/diary will provide evidence that they have carried out the role and met the requirements of the Outcome. It must include examples of when the learner has:

- ◆ worked independently.
- ◆ worked as a team member.
- ◆ used specialist equipment.
- ◆ communicated with the team using appropriate system.
- ◆ received feedback and responded in a positive manner.
- ◆ shown self-awareness (read the situation and responded appropriately).
- ◆ observed professional practice.
- ◆ complied with and understood the importance of the Production Risk Assessment .
- ◆ demonstrated and used the appropriate terminology required for the role.

The log/diary must not be a personal diary. It is intended to show a professional, proactive approach throughout and the content must reflect this.

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Learners will provide evidence of Knowledge and Skills by producing a critical evaluation of their own performance during work placement. The evaluation will be based on their understanding of the role, carrying out the role and feedback gained throughout the process.

The evaluation must include:

- ◆ Self-evaluation and analysis based on specific experiences related to the job role
- ◆ Analysis of feedback from others
- ◆ Identification, justification and suggested strategies to improve on strengths and weaknesses
- ◆ Explanation of new processes and techniques which have been learned
- ◆ Examples and explanation of best practice
- ◆ Examples of employment opportunities within outside broadcasting and a strategy to gain future employment



Higher National Unit Support Notes

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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 designed to allow the learner to undertake a work placement within an outside broadcasting multi camera production environment. This will allow the learner to place her/his knowledge and skills within a professional context and also to develop professional contacts and potential employment opportunities. This Unit is delivered as a mandatory Unit within the Outside Broadcasting in a Multi Camera Production PDA. It is important that this Unit is delivered in an outside broadcasting multi camera production environment for example sports, event or live entertainment programmes.

It is expected that learners will already have a solid understanding of practical television, radio or audio-visual production and this will support learners who wish to directly pursue a career in this specialist sector. It is envisaged that learners will already have completed *Outside Broadcasting: An Introduction* and *Outside Broadcasting: Health and Safety* and this Unit will bring skills and knowledge into a very practical context.

Guidance on approaches to delivery of this Unit

Delivery of this Unit must be in chronological order to ensure the learner is fully prepared for Outcome 2 the practical component of the Unit.

For Outcome 1 the learning would come from master-classes, workplace visits and individual research. As each learner will be selecting the role in which they aim to work not all information can be delivered in classroom lectures. However it is important that roles are understood in the context of the wider team and infrastructure with the learner aware of where their role fit, its implications and importance in the bigger picture. The Olympic Games 2012 or similar event would be a useful starting point.

Initially it would be useful for the learner to be aware of all the roles/areas of employment available within sports/outside broadcasting before selecting, researching their own potential role.

Higher National Unit Support Notes (cont)

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For Example:

Editorial/creative roles

Editorial Assistants
Production Assistants
Floor Managers
Graphics Producers
Production Journalists
Loggers

Mix of creative and technical roles

Camera Operators
Vision Mixers
Graphics Operators
EVS Operators

Technical roles

Sound Engineers
Sound Assistants
Vision Engineers
CDT
Commentary Switchers

Semi-technical crafts

Riggers
Electricians

Managerial and logistics

Production/Support Services

Learners could be encouraged to present their findings to each other within a group setting enabling knowledge to be shared and links to be made clear.

Soft skills and personal attributes such as reliability, punctuality and resilience must be highlighted fully alongside the working patterns and reality of working in outside broadcast. The implications of turning up late should be fully understood in terms of the impact on the production team, schedule and personal reputation. Weekend working, early mornings, late nights and working in all weathers is the norm.

All information delivered to or gathered by the learner must come from a valid, current source and be based on outside broadcast: multi camera production practices, workflows, technology and terminology.

During Outcome 2 the learner will be in the workplace, putting into practice knowledge and skills gained in Outcome 1. Learners must be informed of the importance of the log/diary as a learning tool but also as evidence for assessment. A key contact from the work experience provider is essential to ensure authenticity of the work experience.

Higher National Unit Support Notes (cont)

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In Outcome 3 learners should be encouraged to reflect on the responsibilities, job role outlined in Outcome 1 combined with their log/diary and feedback from others. The critical evaluation should be based on specific examples and comment on both key and Core Skills.

The critical evaluation should be completed within one week of completion of work experience.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

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

Outcome 1

Learners are required to research and produce a report. The format for this can be innovative and embrace technical skills that they are learning as part of their specialism. For example this could be submitted as part of an e-portfolio, blog or website linking images, video, audio, links and own words together. The format must however be agreed by the tutor/assessor prior to submission and must be supported by the individual centres infrastructure and accessible in line with verification procedures.

Outcome 2

An online blog or similar would be a useful method with which to gather evidence. The learner should be given clear guidelines as to what their diary/log should contain. It should be a daily detailed diary/log which explains and analyses situations and learning rather than acting as a list of tasks completed. If this is a public blog rather than on a centres own internal learning resource it is important that the work experience provider is informed to ensure no confidentiality issues are breached.

It must include examples of when the learner has:

- ◆ worked independently.
- ◆ worked as a team member.
- ◆ used specialist equipment.
- ◆ communicated with the team using appropriate system.
- ◆ received feedback and responded in a positive manner.
- ◆ shown self-awareness (read the situation and responded appropriately).
- ◆ observed professional practice.
- ◆ complied with and understood the importance of the Production Risk Assessment.
- ◆ an understanding of terminology required for the role.

Photographs, images, video, audio content could all be added to the diary/log.

Higher National Unit Support Notes (cont)

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Outcome 3

The critical self-evaluation may take the same form as Outcome 1 in agreement with the tutor/assessor.

Opportunities for e-assessment

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

Opportunities for developing Core and other essential skills

Depending on the learner's work experience role and the approaches adopted for teaching and learning, this Unit could provide opportunities for developing *aspects* of some of the following Core Skills/elements:

Communication at SCQF level 6: Written/Oral

Learners will carry out research, produce a report and keep a diary or log of their activities throughout their placement. The diary/log must meet all the specific practical and professional requirements listed. The information must be accurate, clearly and logically presented and use appropriate language and terminology.

Problem Solving at SCQF level 6: Critical Thinking/Planning and Organising/Reviewing and Evaluating

Learners will need to identify and plan their research and assess the relative importance of different factors. They will have to present their complex findings in a logical and coherent format and evaluate their own contribution with reference to defined criteria.

Working with Others at SCQF level 6: Working Co-operatively with others/Reviewing Co-operative contribution

Learners will be required to identify the requirements of the role, activities and relationships between them. They will behave appropriately and demonstrate attitudes which promote collaboration. They will be flexible and adapt their own role to accommodate any emerging difficulties

ICT at SCQF level 6: Accessing/Processing information

Learners will use software independently and responsibly to research and present it in appropriate formats. They will carry out searches, evaluate information and keep their work secure.

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Numeracy at SCQF level 4: Using Graphical Information/Using Number

Learners will use straightforward charts, diagrams, tables or graphs to extract information for use or to convey it to others. Tasks may involve the accurate reading of timetables or schedules, circuit diagrams, maps or costs. Learners will apply straightforward numerical skills in everyday situations, calculating times, costs or quantities and drawing straightforward conclusions from results.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Outside Broadcasting: Work Placement (SCQF level 9)

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 designed to allow you to undertake a work placement within the outside broadcasting sector. You will develop your understanding of a specialist role and apply your knowledge and skills within a professional context. Through this you will build professional contacts and potential employment opportunities. This Unit is delivered as a mandatory Unit within the Outside Broadcasting in a Multi Camera Production PDA.

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

Analyse the requirements of a specialist role. This will include an investigation of the responsibilities and limitations of the role, its lines of command and communication and its context within the team and wider outside broadcast production. You will learn and use specialist terminology and consider some associated moral and ethical issues. You will also consider legislation — particularly that involving health and safety policies, procedures and responsibilities — in relation to the role.

Engage in and contribute to an outside broadcast multi camera production. You will undertake a role which will involve independent and team working. You will keep a diary or log of your working activities and experience. You will use relevant communication systems and specialist equipment, receive and respond to feedback and produce risk assessments. This will all help to develop your self-awareness and professional practice.

Critically evaluate own performance within the work placement. When you have completed your work placement you will reflect on the responsibilities of the role, gather and analyse feedback and evaluate your own performance. You will critically evaluate specific examples from your diary/log. The critical evaluation should be completed within one week of completion of your work placement. You will also be able to evaluate new processes and techniques, best practice and employment opportunities as a result of your experience.

You will understand the importance of soft skills and personal attributes (such as reliability, punctuality and resilience) and the part they play in the working patterns and reality of working in outside broadcast. You must understand the implications of being late for work in terms of the impact this will have on the production team, the schedule and your personal reputation. You will understand that week-end working, early mornings, late nights and working in all weathers is the norm in this working environment.

You will learn through a combination of classroom lectures, master classes, individual research and throughout the work placement.

Assessment will include evidence of researching, analysing, reporting, reflecting and evaluating what you have learned throughout the work placement process as well as evidence of satisfactory performance during your work placement.