Higher National unit specification

General information

Unit title:　Creating a Showreel and Portfolio (SCQF level 8)

Unit code:　HH58 35

Superclass:	CB
Publication date:	December 2016
Source:	Scottish Qualifications Authority
Version:	02

Unit purpose

This unit is designed to enable learners to create a showreel and portfolio of work for presentation to a potential employer or client. The unit provides the opportunity for the learner to select and demonstrate their best creations from a range of still images, animations, and interactive products such as games.

It is intended for learners who expect to be employed within the digital industries such as computer games, 2D or 3D animation, or computer arts.

Outcomes

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

1　Select creative content to present in an organised portfolio of work.
2　Plan the creation of a showreel from elements of the portfolio.
3　Produce a showreel for demonstration to an employer or client.

Credit points and level

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

Recommended entry to the unit

Access to this unit is at the discretion of the centre. Learners should have experience in the use of editing software as demonstrated by possession of units such as F20C 34 or HF50 34 *Digital Media: Audio*, F20D 34 or HF51 34 *Digital Media: Video*, H4A6 34 *Editing: An Introduction* or other similar qualifications.

Higher National unit Specification: General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill   None

Core Skill component   Critical Thinking at SCQF level 6
                             Planning and Organising at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

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.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website **(http://www.sqa.org.uk/sqa/46233.2769.html)**.

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

Unit title: Creating a Showreel and Portfolio (SCQF level 8)

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.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Select creative content to present in an organised portfolio of work.

Knowledge and/or Skills

♦ Portfolio content
♦ Portfolio presentation
♦ Image/video composition
♦ Screen resolution formats
♦ Delivery formats
♦ Storage mediums
♦ Selection criteria
♦ Presentation options
♦ Types of portfolio
♦ Methods of organisation

Outcome 2

Plan the creation of a showreel from elements of the portfolio.

Knowledge and/or Skills

♦ Showreel purpose
♦ Target viewers
♦ Audio enhancement
♦ Planning content
♦ Storyboarding

Higher National unit specification: Statement of standards (cont)

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Outcome 3

Produce a showreel for demonstration to an employer or client.

Knowledge and/or Skills

♦ Video editing software tools
♦ Image optimisation
♦ Visual and Audio integration
♦ Video Format and size
♦ Timelines and frame rate
♦ Showreel demonstration
♦ Copyright

Evidence Requirements for this unit

The evidence generated for this unit will be practical in nature. Evidence may be captured, stored and presented using a range of media (including audio and video) and formats (analogue and digital). Particular consideration should be given to digital formats and the use of multimedia. Therefore, the creation on an e-portfolio rather than a printed portfolio would be preferable. Storing and submitting evidence via the cloud should also be encouraged.

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

Outcome 1: Select creative content to present in an organised portfolio of work, including:

♦ Select and evaluate a range of creative content from a variety of existing productions, showing effective composition and suitability for a given brief.
♦ Manipulate images and/or video using appropriate software and save media to a suitable resolution and size.
♦ Collate a portfolio of products which is well organised and easily accessible.
♦ Present a portfolio of work in a suitable format to a given brief.
♦ Store portfolio content in more than one location.

Outcome 2: Plan the creation of a showreel from elements of the portfolio, including:

♦ Select and evaluate suitable examples of creative content from the portfolio to be included in a showreel production aimed at potential employers or clients.
♦ Select and evaluate audio and/or video content for inclusion in a showreel.
♦ Plan the content into clips and list the rationale for inclusion.
♦ Storyboard the selection of clips for inclusion in a showreel.

Higher National unit specification: Statement of standards (cont)

Unit title: Creating a Showreel and Portfolio (SCQF level 8)

Outcome 3: **Produce a showreel for demonstration to an employer or client, including:**

♦ Use video editing tools to edit content in a showreel production.
♦ Produce a sequence of clips to demonstrate best work.
♦ Include a title, contact details and date of production.
♦ Integrate appropriate audio to enhance the showreel.
♦ Output the finished showreel in a suitable format, of between two to five minutes duration.
♦ Incorporate content in line with copyright legislation.

This unit should be assessed Outcome by Outcome in a sequential manner. For Outcome 1, the learner should collate work together into an organised portfolio of content showing a range of work they have undertaken and present this in a suitable format. For Outcome 2, the best work or excerpts of work should then be carefully selected for addition to the planned showreel and there should be clear reasons for inclusion. The showreel is then created in Outcome 3.

Candidates should be assessed not on the quality of their content but on the quality of the various modes of presentation and the suitability of the organised final products for presentation to a prospective employer.

The assessment for all **Outcomes** will be open-book. Assessors must assure themselves of the authenticity of each candidate's submission.

Higher National unit Support Notes

Unit title: Creating a Showreel and Portfolio (SCQF level 8)

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 prepare learners for interviews with potential employers or clients. This unit is mandatory in the HND Computer Games Development Group Award as one of the specific aims for this award is to develop an awareness of the preparation required to optimise future employment opportunities.

The unit should be delivered when the learner has a sufficient amount of good quality visual and interactive products completed in previous units of their award. The learner will select only their best work, or excerpts of best work to organise into a portfolio. Content will then be selected from the portfolio to be prepared and optimised for inclusion is a demonstration showreel.

Appropriate previous units from which to select work would be a variety of units at SCQF levels 7 and 8 where the learner creates unique content such as digital images, 2D and 3D Animations, computer games, and Interface designs. These are likely to be delivered in frameworks such as Computer Games Development, 3D Animation, Computer Arts, Web, and Digital Design.

Ideally the learner will already be familiar with video editing software and image editing software from previous units such as F20C 34 or HF50 34 *Digital Media: Audio*, F20D 34 or HF51 34 *Digital Media: Video*, H4A6 34 *Editing: An Introduction*.

This unit is not about the content the learner is demonstrating but the way the content is put together and presented in a portfolio and Showreel. The portfolio is also not about content but the presentation, organisation, optimisation and ease of access to files for further elaboration or exploration if questioned by an employer or client.

In **Outcome 1**, learners must produce a portfolio of examples of work in a suitable presentation format. At the time of writing, this could be via an electronic visual presentation where the work is embedded or linked to; it could be hyperlinks within a web portal page; it could be via a cloud portal which supports the file formats they need, or any other suitable and easily accessible means. It is important that the learner export images and/or digital video clips of a suitable clarity and quality for presentation, as the normal resolution for export to video in the demonstration showreel to follow in later Outcomes would demo files of a lower quality. Learners might be best advised therefore to look at output resolution and its effect on picture quality.

Higher National unit Support Notes (cont)

Unit title: Creating a Showreel and Portfolio (SCQF level 8)

It is expected that learners will select a range of visual and interactive content from a variety of projects illustrating their skills and abilities and presenting them in a suitable, easily accessible format where work may be examined in detail by a client or potential employer. The portfolio content should be stored in more than one location, examples would be online (cloud) storage and local storage.

For **Outcomes 2 and 3** learners should plan for, then produce a showreel of examples of work for presentation, which should be of two to five minutes duration and show clips of a number of projects illustrating the best examples of their abilities. Normally a showreel consists of short clips from various projects with a musical soundtrack and learners will be expected to show an awareness of copyright issues in their selection of music if the material has not been created by them. Learners will also be encouraged to have some visual elements to tie their clips together, such as a use of movement, direction, text and colour or subject material to produce a flowing visual. Learners should also include a title and contact details in their showreel.

Guidance on approaches to delivery of this unit

This unit is about presenting work already created throughout the award it should only be delivered at a stage where learners have a good body of work to draw upon, and time should be allowed for inclusion of final projects.

Learners should be advised and encouraged to archive and log their material throughout the period of delivery, in order to look out for suitable clips to include in the showreel. They should also be encouraged to export stills and video captures from their projects as they go. These should be of a suitable quality and resolution for inclusion into a portfolio of work. Final submission should include a finished showreel and portfolio presentation. Learners should be assessed not on the quality of the material they select but on the quality of the various modes of presentation and their suitability for presentation to a client and/or prospective employer.

In this unit the role of assessor is really that of mentor and advisor, the content is already created and the knowledge of video editing may already have been taught in a previous unit. If this is not the case, then the teacher should be aware and advise on tools and techniques commonly used in creating a short video demo of work.

Delivery should focus on methods of optimising the quality of work for display, the importance of organising and planning the work to include. Advice and opinions can be given on the best work to include but ultimately it will be the learner's choice of which specific content they want to include. The learner may have a particular client or employer in mind for which to aim his demonstration showreel.

The opinions of others are also beneficial when putting together work of this nature therefore the teacher can encourage peer support, discussion and evaluation to help each other to decide which work to include in their individual portfolios and showreels.

The portfolio should be developed first, then the showreel planned with a storyboard to help to plan the sequence of work to demonstrate.

Higher National unit Support Notes (cont)

Unit title: Creating a Showreel and Portfolio (SCQF level 8)

The final showreel could then be presented and discussed and final improvements made to it before submitting for assessment. The learner may be waiting to finish final project work to include, therefore this unit may be the last unit completed in their award.

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 candidates.

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

Assessment for **Outcome 1** requires the candidate to:

♦ Select and evaluate a range of creative content from a variety of existing productions, showing effective composition and suitability for a given brief:
 — this content will be work created in previous units according to the brief for each one it could include some or all of the following:
   – 2D bitmap and vector graphics
   – 3D models and environments
   – Level designs
   – 2D or 3D animations
   – Sound tracks
   – Interface designs from mobile and other applications
   – Game prototypes and demos

   It is suggested that there be at least 10 items of work to show.

♦ Manipulate images and/or video clips using appropriate software and save media in a suitable resolution and file size:
 — optimise images and/or video for the portfolio
 — prepare images and/or video for the showreeel
♦ Collate a portfolio of products which is well organised and easily accessible:
 — this should include a well organised file structure which the candidate has designed to access aspects of work
♦ Present a portfolio of work in a suitable format to a given brief:
 — the brief will be instructions to present a portfolio of work to an employer or prospective client
 — presentation could take the form of a hyperlinked document or e-presentation, a web page with hyperlinks, a wikki, a shared access online storage medium (such as a cloud service).
♦ Store portfolio content in more than one location, once organised the portfolio should be maintained and added to in a secure location with a backup elsewhere. Suggestions would be for cloud storage and local storage.

Higher National unit Support Notes (cont)

Unit title: Creating a Showreel and Portfolio (SCQF level 8)

Assessment for **Outcome 2** requires the learner to:

♦ Select and evaluate suitable examples of creative content from the portfolio to be included in a showreel production aimed at potential employers or clients:
— work selected should then be formatted for video presentation within the showreel
♦ Select and evaluate audio content for inclusion in a showreel:
— appropriate audio with copyright agreements should be selected for addition to the showreel
♦ Plan the content into clips and list the rationale for inclusion:
— decide which aspects of work will be included in the showreel and consider the timing for each and the reasons for showing a particular aspect
— a suggestion would be for the learners to produce an Edit Decision List before the storyboard. This would indicate the selected clips in order for inclusion in the final showreel; this may take the form of a log of clips indicating suitability of the material and rationale for choice.
♦ Storyboard the selection of clips for inclusion in a showreel:
— the storyboard will become the guide for sequencing and timing, notes can be added to it regarding any text, transitions, and colour schemes.

Assessment for **Outcome 3** requires the learner to:

♦ Use video editing tools to edit content in a showreel production:
— clips should be selected and edited in a manner which indicates an awareness of the use of colour, movement, and pace to produce a flowing sequence.
— the showreel should relate to the requirements of a given brief, for example a showreel and portfolio directed to a client whose requirements are based on 3D level editing, animation and modelling skills should show examples of the candidate's expertise in that area
♦ Produce a sequence of clips to demonstrate best work:
— the learner must choose their best work to demonstrate as they have a limited time to showcase it.
— the showreel must include a title, contact details and date of production and contain audio to enhance it
♦ Output the finished showreel, of a duration between two minutes, and five minutes:
— it should be emphasised to the learner that an employer or client will only wish to spend a short amount of time viewing work; the showreel should grab their interest so that they can look at fuller versions in the portfolio, therefore it is important to stick to the time limit for the final product.
♦ Incorporate content in line with copyright legislation:
— all content including in the showreel should take account of copyright law. The selection of music or other audio content for the edit should be consistent with the visual material and must evidence an awareness of copyright law if not created by the candidate. Evidence of awareness of copyright law for use of non-original sounds may be done by the presentation of a pro forma document providing details of the musical copyright owner.

Assessment should be carried out sequentially where the portfolio of work is created, first followed by the planning and storyboarding of the showreel, followed by the final showreel.

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Assessors may wish to devise checklists to ensure that all of the Evidence Requirements have been met for each Outcome and it would be useful for the learner to also have a copy of this checklist in advance. Assessment is open-book and sufficient time should be allocated towards the end to enable final project work completed in other units to be incorporated if the learner so desires.

Candidates work can be authenticated by observation and mentoring as the showreel progresses, it is highly likely that the work will be completed in class where the appropriate software will be available.

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

The production of the showreel provides opportunities to develop problem solving Core Skills. *Information and Communication Technology (ICT)* Core Skills are developed through production of showreel and presentation of the portfolio.

Employability and enterprise skills are also developed in this unit since the purpose of it is to provide the learner with the ability to create and organise content to demonstrate to a potential employer or client.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6 and Planning and Organising at SCQF level 6.

History of changes to unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking and Planning and Organising at SCQF level 6 embedded.	21/02/17

General information for learners

Unit title: Creating a Showreel and Portfolio (SCQF level 8)

This section will help you understand the content of this unit 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.

Many employers in the creative industries would welcome, and indeed often insist upon, seeing some of your work before deciding on offering you the job. This unit gives you the valuable opportunity of putting together a portfolio of your best work, presenting this and also a short showreel of excerpts of your very best work.

This unit will enable you to have confidence and a sense of pride in your abilities and help you to feel better prepared for interview.

Another benefit of this unit is that your finished portfolio and showreel can also be shown to possible clients you may contract with in the future.

During this unit you will learn about video capture and editing, evaluating your work, organisational skills and how to showcase and present your best work.

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

♦ select creative content to present in an organised portfolio of work.
♦ plan the creation of a showreel from elements of the portfolio.
♦ produce a showreel for demonstration to an employer or client.

In this unit you will create two final products:

♦ A well organised easily accessed portfolio of work that you would want to show to future employers.
♦ A demonstration showreel lasting no longer than five minutes that you can show to any interested party.

Assessment for this unit is entirely practical in nature and is open-book.

You will not be assessed on the content of your portfolio and showreel as these have already been assessed in previous units; rather, you will be assessed on how well you have organised, sequenced and constructed these 2 products.

During this unit you will have the opportunity to develop Core Skills in *Problem Solving* at SCQF level 6, and *Information and Communication Technology* at SCQF level 6.

Employability and enterprise skills are also developed in this unit since the purpose of it is to provide you with the ability to create and organise your work to demonstrate it to a potential employer or client.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking at SCQF level 6 and Planning and Organising at SCQF level 6.