



## National Unit Specification

### General information

**Unit title:** Storytelling for the Creative Industries (SCQF level 6)

**Unit code:** HH7T 46

**Superclass:** KB

**Publication date:** January 2017

**Source:** Scottish Qualifications Authority

**Version:** 01

### Unit purpose

The purpose of this unit is to introduce learners to a wide range of Creative and Digital Media genres, to develop an understanding of Storytelling and allow them to articulate their storytelling skills by implementing both traditional and emerging storytelling techniques.

The unit will examine a range of stories and examine the ways in which these can be interpreted and creatively improvised. Learners will work both individually and in groups to explore stories.

The unit will address issues such as the historical and cultural context and questions of authenticity, genre, performance and production styles alongside practical explorations designed to extend the learners' presentation skills and experience of storytelling.

This is a mandatory Unit in the National Progression Award in Creative and Digital Media: Technologies, Processes and Practices at SCQF 6 but can also delivered as a freestanding Unit.

### Outcomes

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

- 1 Explain the key aspects of storytelling in the Creative Industries.
- 2 Evaluate a selection of Creative and Digital Media stories for different platforms and audiences.
- 3 Create and present an interpretation of a Creative and Digital Media story.

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

**Unit title:** Storytelling for the Creative Industries (SCQF level 6)

### **Credit points and level**

1 Higher National unit credit at SCQF level 6: (6 SCQF credit points at SCQF level 6)

### **Recommended entry to the unit**

While entry is at the discretion of the centre, it would be beneficial if learners have attained *Communication* at SCQF level 4, or equivalent qualification or experience.

### **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.

### **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.

### **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).

## **National Unit Specification: Statement of standards**

**Unit title:** Storytelling for the Creative Industries (SCQF level 6)

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 key aspects of storytelling in the Creative Industries.

#### **Performance criteria**

- (a) Explain the importance of storytelling in the Creative Industries.
- (b) Describe a selection of both traditional and emerging storytelling techniques.
- (c) Explain the key elements of storytelling for the Creative Industries.

### **Outcome 2**

Evaluate a selection of Creative and Digital Media stories for different platforms and audiences.

#### **Performance criteria**

- (a) Carry out research into a selection of Creative and Digital stories, platforms and their related audiences.
- (b) Identify a Creative and Digital Media story, making use of a selection of appropriate sources and evidence.
- (c) Identify and evaluate the key elements for the selected Creative Industry story.

### **Outcome 3**

Create and present an interpretation of a Creative and Digital Media story.

#### **Performance criteria**

- (a) Use techniques appropriate to the interpretation of the story for the final chosen platform.
- (b) Demonstrate storytelling skills through a small-scale performance and/or production of a creative and digital media piece.
- (c) Review the effectiveness of the interpretation for the final chosen platform and audience.

## National Unit Specification: Statement of standards (cont)

**Unit title:** Storytelling for the Creative Industries (SCQF level 6)

### Evidence requirements for this unit

Written and/or oral recorded evidence and performance evidence is required to demonstrate that learners have achieved all outcomes and performance criteria. Assessment for all Outcomes is under open-book conditions.

The learner must provide:

**Outcome 1** — Written and/or recorded oral evidence which includes:

- ◆ an explanation of the importance of storytelling in the Creative Industries.
- ◆ identification and explanation of the **three** key elements of storytelling.
- ◆ a description of **three** traditional and **two** emerging storytelling techniques.
- ◆ research and evaluation of the key elements in three stories.

**Outcome 2** — Performance evidence of:

- ◆ identifying the key elements of the story using story telling techniques.
- ◆ incorporating techniques of presentation appropriate to the interpretation of the story.
- ◆ communicating a story for three different platforms and audiences.

**Outcome 3** — Performance evidence to demonstrate storytelling skills through:

- ◆ a performance or short presentation to peers and the production of a creative and digital media piece.

Written and/or recorded oral evidence which includes:

- ◆ an evaluation piece (reviewing the effectiveness of the interpretation and processes used for the final chosen platform and audience).



## National Unit Support Notes

**Unit title:** Storytelling for the Creative Industries (SCQF level 6)

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

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

### Guidance on the content and context for this unit

This Unit is broadly aligned to the following National Occupational Standards set by the following Sector Skills Councils.

#### Creative Skillset

SKSJ6	Contribute to creativity and innovation in journalism
SKSANIM5	Create storyboards, animatics or other preparatory visualisations
SKS ADV5	Develop creative marketing communications concepts and solutions
SKSS14	Mix recorded sound
SKSRC4v1	Contribute to the creative process in radio
SKSJ15	Write for radio

#### Creative and Cultural Skills

CCSDES21	Articulate, present and debate ideas in a creative environment
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Learners will be introduced to a wide range of storytelling genres using a variety of materials from audio and video sources, including stories and interviews. The context will examine the importance of storytelling for the Creative Industries and examine when and why people tell stories to each other and why this is especially important for the Creative Industries. It will also set storytelling in an international, as well as a national and local context.

Storytelling techniques **could** include:

- ◆ an engaging opening, starting with a key character or theme and its origins.
- ◆ creating an atmosphere/setting the stage/scene.
- ◆ structuring and pacing delivery to suit the audience.
- ◆ establishing the plot/conflict issue.
- ◆ engaging the audience through facial expression, hand gestures, etc.
- ◆ using dialogue and role play.
- ◆ combine the story with images/using stage props.

## National Unit Support Notes (cont)

**Unit title:** Storytelling for the Creative Industries (SCQF level 6)

Key elements of storytelling include ways of remembering:

- ◆ **Structural Memory:** the ability to remember the sequence of events in the story.
- ◆ **Verbal Memory:** the ability to tell the story word for word each time.
- ◆ **Visual Memory:** the ability to 'see' the story happening like a film.

Having reviewed a range of Creative Industry stories, learners will identify a suitable story through their own research and will produce their version of it for **three** different platforms and their audiences.

This may be done in written or audio form, using illustrations and/or music to enhance the finished product. ICT techniques could be used to produce a multi-media version.

Learners should extract key characters, themes and messages to aid clarity of presentation. Learners should develop creative ways of expressing and communicating ideas and information related to their chosen story.

Presentation techniques should be tailored to the particular platform and audience and attempt to anticipate their comments/responses.

This unit is part of the Creative and Digital Media Foundation Apprenticeship. Successful achievement of this qualification will provide opportunities for learners to progress to the Modern Apprenticeship in Creative and Digital Media at SCQF level 7.

This unit also provides underpinning knowledge to undertake the **work-based units** taken from the Creative Digital Media at SCQF level 7 qualification — **GJ3D 47** as part of the Foundation Apprenticeship in Creative and Digital Media.

### Guidance on approaches to delivery of this unit

While undertaking this unit, learners should be provided with the opportunity to:

- ◆ engage in wide-ranging, independent reading relevant to the content of the unit.
- ◆ interpret and evaluate source material and set it in context.
- ◆ make use of information derived from a variety of sources, such as books, notes, lectures, electronic media, audio-visual materials and other supporting resources.
- ◆ explore the ways that storytelling can be used to communicate ideas for different platforms and their audiences.
- ◆ take part in formal and informal discussion based on source material.

It is recommended that at this level learners should be encouraged, within a clear framework of tasks, to take responsibility for their own learning.

The methodology used by teachers/lecturers will be built on existing good practice. The knowledge and understanding of the themes and content delivered in this Unit should be linked to the development of skills of interpretation, evaluation and performance.

## National Unit Support Notes (cont)

**Unit title:** Storytelling for the Creative Industries (SCQF level 6)

Learners should be encouraged to:

- ◆ explore and use different techniques to engage the audience in the process of storytelling.
- ◆ create innovative approaches to communicating ideas.
- ◆ take risks in presenting ideas.
- ◆ encourage responses from the audience.
- ◆ present and argue substantiated positions on ideas.
- ◆ be open to critical analysis of own ideas and to the ideas of others.
- ◆ identify and participate in conversations that challenge and explore their interpretation.
- ◆ reflect on and appraise the views of the audience and use this to refine ideas and to embrace new ideas.

### 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.

#### For Outcomes 1 and 2

- ◆ An extended response/essay explaining the importance and strength of storytelling in the Creative Industries describing a selection of storytelling techniques is recommended.
- ◆ It is important that learners understand the story arc (**Beginning — Mid — End**) and incorporating the five Ws for the storytelling journey (**Who, What, Why, Where and When**).
- ◆ Research a selection of Creative and Digital stories, intended platforms and their related audiences and how traditional/emerging storytelling approaches can change for different platforms and audience. (Could include — Facebook live, video production, etc.)
- ◆ Review the principle types of production techniques and format that can be used, their relative strengths and limitations according to different channels and platforms types.
- ◆ Identify a Creative and Digital Media story. Making use of a selection of appropriate sources and evidence, interpret for three different platforms. Examples could include:
  - Audio
  - Visual
  - Multimedia
  - Written text
  - Short drama techniques
- ◆ Learners need to have an introduction to the commissioning process as it could be the case in industry that they may not be making stories themselves but working with others to develop them. (Could include — Job Roles Within the Commissioning Process, Commissioning Bodies and The Role of a Writer Throughout Production)

## National Unit Support Notes (cont)

**Unit title:** Storytelling for the Creative Industries (SCQF level 6)

### For Outcome 3

A recorded oral/multimedia performance and/or production of a creative and digital media piece (both can be set within an industry time constraint), demonstrating the learner's storytelling skills are recommended.

An observation checklist is recommended to be used in conjunction with video evidence of the performance.

Evidence of reviewing the effectiveness of the interpretation could be generated through a dialogue with the audience in which learners respond to questions with relevant information. Alternatively, other brief written and/or oral evidence could be generated.

The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all performance criteria.

Care should be taken to ensure that sufficient time is allowed for support and reassessment of learners if required. If reassessment is required, it should consist of a fresh assessment instrument.

**NOTE:** Centres will also have to be mindful about the levels of production equipment they can access within this unit for delivery.

### For all outcomes

The learners' work can be authenticated by:

- ◆ Tutor summative verification
- ◆ E-Portfolio of on-going formative evidence
- ◆ On-going reflective diary
- ◆ Workplace Mentor verification

## 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](http://www.sqa.org.uk/e-assessment).



## National Unit Support Notes (cont)

**Unit title:** Storytelling for the Creative Industries (SCQF level 6)

### Opportunities for developing Core and other essential skills

In this unit learners will develop a knowledge and understanding of a wide range of Creative Industry genres.

Learners will:

- ◆ describe a range of storytelling techniques.
- ◆ identify a selection of Creative Industry stories.
- ◆ research and evaluate the key elements of a range of stories.
- ◆ present a personal interpretation of a story using audio-visual or multi-media techniques.

This means that as learners are doing this unit they will be developing aspects of the Core Skills of *Communication*, *Problem Solving* and *Information and Communication Technology (ICT)*.

In addition learners may develop aspects of the Core Skill of *Working with Others* through group research activities, discussion and peer review.

### Equality and Diversity

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

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

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

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

## History of changes to unit

Version	Description of change	Date

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## General information for learners

### Unit title:     Storytelling for the Creative Industries (SCQF level 6)

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 is a mandatory unit in the National Progression Award in Creative and Digital Media: Technologies, Processes and Practices at SCQF 6 but can also delivered as a free-standing unit.

You will gain experience of storytelling for the Creative Industries. To achieve the unit, you will create a story; communicate a story using different platforms; engage an audience using your story through the appropriate digital media platform.

You will be involved in a range of practical activities individually and as part of a creative team. Activities will include research, discussion, planning/making and presentation.

Assessment will be a continuous process and the evidence required to achieve the Unit will occur naturally through participation in each task.

There will be opportunities to develop a range of Core Skills including *Communication, Information and Communication Technology (ICT), Working with Others* and *Problem Solving*.

Other skills developed during this Unit include enterprise, entrepreneurialism and employability.

### Working in Creative Digital Media

The creative or interactive digital media sector has emerged out of the convergence of a range of creative and technical practices. To succeed, you need to have an understanding of this convergence, and of multiple, ever evolving modes of communication.

It's no longer enough for companies and brands to send one way messages to their customers or audiences. Modern markets now interact with brands in a multi-way conversation with those brands and with each other.

Employers are looking for people who understand visual communications who understand how to build communities through webs and social media platforms and have design or technical skills, but are also multi-skilled and adaptable.

If you love to write or explain things to others through words, there are plenty of careers in the Creative Industries for you. With more experience in the workplace you could come up with great advertising campaigns as a Copywriter or tell stories on TV as a Script Editor. You could even work with inspiring authors as a Commissioning Editor.