National Unit Specification: general information

UNIT   Creative Digital Media: The Creative Process

CODE   F5CW 10

SUMMARY

This Unit has been designed as a mandatory Unit of the Creative Digital Media (Intermediate 1) Course but may also be taken as a free-standing Unit. It is suited to those candidates who have an interest in, and may be considering a career in, digital media as well as those whose interest is more general.

In this Unit candidates will consider the basics of the creative process based on a given project brief, the job roles involved and the contribution of each role during the development and production process.

Candidates will learn about the creative process from the initiation of a brief, through the planning and development process to the final production and presentation of a creative solution to the brief. This will involve candidates in activities such as interpretation of the brief, research, developing a personal response and participating fully in the development of a team response to the brief.

Candidates will be encouraged to explore different solutions to a given brief and will contribute to a team presentation of the solution. They will also review the team response to the brief.

OUTCOMES

1   Prepare for team discussion about a given brief.
2   Contribute effectively to discussions on a team response to the brief.
3   Contribute to the preparation and delivery of the presentation of the team response to the brief.
4   Review the team response to the brief.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

National Unit Specification: general information (cont)

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CREDIT VALUE

1 credit at Intermediate 1 (6 SCQF credit points at SCQF level 4*).

*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 Access 1 to Doctorates.

CORE SKILLS

Achievement of this Unit gives automatic certification of the following:

Complete Core Skills   None

Core Skill component   Critical Thinking at SCQF level 4

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

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

Prepare for team discussion about a given brief.

Performance Criteria

(a) Identify existing digital media products which address similar objectives to the brief.
(b) Develop a personal response to the brief for presentation to a team.
(c) Describe how the personal response meets the requirements of the brief.

OUTCOME 2

Contribute effectively to discussions on a team response to the brief.

Performance Criteria

(a) Present personal response to the team.
(b) Respond appropriately to feedback on personal response.
(c) Listen to and provide feedback on other team members' responses.
(d) Contribute to the development of the agreed team response.

OUTCOME 3

Contribute to the preparation and delivery of the presentation of the team response to the brief.

Performance Criteria

(a) Contribute to the identification of the elements of the presentation.
(b) Contribute to the identification of agreed roles and responsibilities in the production of the presentation.
(c) Carry out own agreed role in the production of the presentation.
(d) Contribute to the identification of agreed roles and responsibilities in the delivery of the presentation.
(e) Carry out agreed role in the delivery of the presentation.

National Unit Specification: statement of standards [cont]

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OUTCOME 4

Review the team response to the brief.

Performance Criteria

(a)   Seek feedback from the audience of the presentation.
(b)   Evaluate whether the team response met the requirements of the brief.

EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence must be produced to demonstrate that all Outcomes and Performance Criteria have been met. Evidence will be gathered in open-book conditions at appropriate points throughout the Unit.

It is important to note that, while a variety of individuals (for example, candidates' peers, other students of the centre, teachers/lectures) may act as clients, practical activities must be carried out either in a realistic working environment or a real workplace.

The teacher/lecturer will provide a brief that outlines clearly the business problem that needs to be solved and sets out the terms under which it must be done.

Outcome 1 — Written and/or Oral evidence

Candidates are required to produce evidence that they have:

♦   identified two existing digital media products which address similar objectives to the brief
♦   developed a personal response to the brief
♦   described how the personal response meets the requirements of the brief. The candidate must compare the requirements given in the brief to the features of the personal response

The personal response will include:

♦   identification of the digital medium to be used
♦   a basic representation of the proposed response in a format appropriate to the needs of the candidate and the proposed response

Further guidance is given in the support notes.

National Unit Specification: statement of standards [cont]

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Outcome 2 and 3 — Performance evidence

Candidates will be required by practical activity to demonstrate that they are able to:

♦   present a personal response to the team
♦   respond appropriately to feedback
♦   listen to and provide feedback on other team members' responses to the brief
♦   contribute to the selection of the agreed team response
♦   contribute to the identification of the elements of the presentation
♦   contribute to the identification of agreed roles and responsibilities in the production of the presentation
♦   carry out own agreed role in the production of the presentation
♦   contribute to the identification of agreed roles and responsibilities in the delivery of the presentation
♦   carry out agreed role in the delivery of the presentation

The presentation will demonstrate the team response to the brief and will include:

♦   identification of the digital medium to be used
♦   a representation of the proposed response in a format appropriate to the needs of the candidates and the proposed response

Further guidance is given in the support notes.

Candidates will maintain a record of their contribution to team discussions and the preparation and delivery of the presentation of the team response to the brief.

Assessor observation checklists must be used to provide evidence of performance.

Outcome 4 — Written and/or Oral evidence

Candidates will be required to provide evidence which includes:

♦   feedback from the audience of the presentation
♦   an evaluation of whether the team response met the requirements of the brief

Candidates will be provided with a review template.

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It includes example briefs, assessor checklists and a candidate review sheet. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

National Unit Specification: support notes

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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 has been designed as a mandatory Unit of the Creative Digital Media (Intermediate 1) Course but may also be taken as a free-standing Unit.

This Unit will introduce candidates to the creative development process as used in the digital media industry when responding to a brief. The teacher/lecturer will provide candidates with a brief which clearly outlines the business problem that needs to be solved and sets out the terms under which it must be done.

Candidates will begin to develop an understanding and knowledge of the various stages of the creative process.

The creative process works best when there is collaboration between the team and the client. The relationship between the team and the client is crucial to a successful Outcome. The first stage is to understand the requirements of the brief. Good communication is an essential part of the process. As potential practitioners in a highly commercial and creative team operating in the digital media industry, candidates should be responsive to new processes, technologies and information that will benefit their clients.

Candidates should be encouraged to be experimental and imaginative in the development of their ideas. They will be expected to show an awareness of industry developments.

The response to the brief should show awareness of media, target audience, deadlines, budgets and other influencing elements.

Candidates will contribute to a presentation (or pitch) to a 'client' or 'clients'. This could be an actual client, or teachers/lecturers or members of the candidates' peer group could act as clients. Candidates will have an opportunity to use various visual techniques and creative samples to demonstrate their ability to convince the audience of the validity and appropriateness of their proposals in solving the client's problem creatively.

National Unit Specification: support notes (cont)

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Employability Skills

In this Unit candidates will generate evidence for the following employability skills:

♦   working co-operatively with others
♦   planning and preparation
♦   being innovative and, sometimes, challenging
♦   taking advice and dealing with feedback
♦   giving advice and feedback to others
♦   good communication skills
♦   understanding roles and responsibilities in the workplace
♦   contributing to discussions and practical projects
♦   interpretation of project briefs
♦   presentation and pitching skills

Although not directly assessed in this Unit, there are also opportunities to develop the following employability skills:

♦   positive attitudes to learning and the workplace
♦   reviewing and evaluating own skills development
♦   finding, gathering, organising and evaluating information including through the use of IT
♦   skills in using hardware and software
♦   organisational skills
♦   health and safety awareness, including maintaining a tidy, organised and safe working environment
♦   awareness of the digital media industry
♦   time management skills and working to deadlines

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Throughout the Unit, candidates should be encouraged to engage with industry practitioners. Centres must ensure that, where appropriate, copyright clearance has been obtained for the use of materials and content, including those used by candidates in their evidence, and that relevant health and safety guidelines are followed at all times including when candidates are undertaking activities outside the centre.

Candidates should be encouraged to be experimental and imaginative in the development of their ideas and thoughts and the teacher/lecturer should assist candidates to develop their preparation, production and evaluation skills by offering hints, reminders, feedback and guidance about industry expectations. In this Unit candidates will work as part of a team. This could be a whole class group or the class could be split into smaller groups. The groups could be given the same brief or could be given different briefs which could reflect differing skills and interests.

Candidates will interact with their peers and contribute to a team ethos by taking notes during the creative process both from their own point of view and that of the team. These details should then be used to form the basis of the evaluation in Outcome 4.

National Unit Specification: support notes (cont)

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Candidates should also be encouraged to meet with industry practitioners as this will help them to learn about working practices and processes within the digital media industry. Talks by industry practitioners would create meaningful links and the production of 'real' brief opportunities.

OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

In this Unit, candidates will develop skills valued by employers. Candidates will develop a response to a brief, take part in team discussions, contribute to a presentation and review the team response to the brief. These are good opportunities for developing aspects of the Core Skills:

♦ Communication
♦ Information Technology
♦ Problem Solving
♦ Working with Others

The opportunity should be taken during this Unit to emphasise that the employability skills, and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and in employment.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The teacher/lecturer will provide a brief that outlines clearly the business problem that needs to be solved and sets out the terms under which it must be done.

For Outcome 1, the candidate must provide evidence that they have identified two digital media products which address similar objectives to the brief. This should be in a form suitable for the needs of the candidate and could be, for example, a folio containing some or all of the following:

♦ newspaper/magazine clippings
♦ posters
♦ screenshots from websites
♦ photographs
♦ a written report

Candidates should show how these address similar requirements to the brief.

Candidates will develop a personal response to the brief which will include:

♦ identification of the digital medium to be used
♦ a basic representation of the proposed response in a format appropriate to the needs of the candidate and the proposed response

Candidates should be encouraged to be as imaginative as possible. Candidates could:

♦ produce a slide show
♦ produce a storyboard

National Unit Specification: support notes (cont)

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The response should include a basic outline of how the digital media content would look or sound – this could include text, drawings, notated colour roughs, screenshots, audio clips, video clips or any other appropriate material.

The evidence for Outcomes 2 and 3 will consist of a candidate record of their contribution to team discussions and the preparation and delivery of the presentation of the team response to the brief. This should be in a form appropriate to the needs of the candidate such as a diary, log book, or blog. Assessor observation checklists must also be used. The team response will include similar elements to those described above for the personal response but will be used in a presentation ('pitch') to a 'client' and as such will be more fully developed than the personal response. All members of the team will contribute to the preparation, production and delivery of the team response. The pitch should show how the proposed response meets the requirements of the brief and as such should be designed to convince a 'client'.

In Outcome 4 candidates will produce a review of the team's response to the brief. The review should refer to the creative process involved in preparing, developing and producing a solution in response to the brief and include feedback from the audience of the presentation. It must include an evaluation of whether the team response met the requirements of the brief and clearly identify the strengths and weaknesses of the individual candidate.

Evidence for this Outcome will take the form of a candidate review sheet. This review should be carried out towards the end of the candidates' programme of activities for this Unit

The National Assessment Bank (NAB) pack provided for this Unit illustrates the standard that should be applied. It includes example briefs, assessor checklists and a candidate review sheet. If a centre wishes to design its own assessments for this Unit, they should be of a comparable standard.

Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate 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), SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (**www.sqa.org.uk**).