



National Unit Specification: general information

Unit title: Creative Industries: Skills Development (SCQF level 5)

Unit code: FH61 11

Superclass: AF

Publication date: March 2011

Source: Scottish Qualifications Authority

Version: 01

Summary

This Unit has been designed as a mandatory Unit of the Creative Industries Course at SCQF level 5 and may also be taken as a free-standing Unit. It is suitable for candidates who have an interest in and may be considering a career in the Creative Industries as well as those whose interest is more general.

The focus of this Unit is primarily on practical activity. It is designed to allow candidates the opportunity to practise and develop their craft and improve practical skills associated with a chosen job role in the Creative Industries. The candidate will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative, working environment.

The Unit requires candidates to seek feedback from others and evaluate the effectiveness of the approaches used.

Outcomes

- 1 Investigate practical skills required for a chosen job role.
- 2 Develop own practical skills.
- 3 Evaluate own practical skills development.

Recommended Entry

Entry is at the discretion of the centre.

General information (cont)

Unit title: Creative Industries: Skills Development (SCQF level5)

Credit points and level

1 credit at SCQF level 5 (6 SCQF credit points at SCQF level 5*).

**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 Skill Problem Solving at SCQF level 5

Core Skill Component None

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

Unit title: Creative Industries: Skills Development (SCQF level 5)

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

Investigate practical skills required for a chosen job role.

Performance Criteria

- (a) Identify practical skills required for a chosen job role.
- (b) Evaluate own practical skills relevant to a chosen job role.
- (c) Set targets for further development of own practical skills.

Outcome 2

Develop own practical skills.

Performance Criteria

- (a) Select approaches for developing own practical skills.
- (b) Plan and implement approaches.
- (c) Practise and refine practical skills in a creative context.

Outcome 3

Evaluate own practical skills development.

Performance Criteria

- (a) Evaluate effectiveness of chosen approaches in supporting own practical skills development.
- (b) Seek feedback from others.
- (c) Evaluate own progress based on information gathered.

National Unit Specification: statement of standards (cont)

Unit title: Creative Industries: Skills Development (SCQF level 5)

Evidence requirements for this Unit

Performance evidence and written and/or oral evidence which covers all the Outcomes and Performance Criteria is required for this Unit.

The terms *sector*, *career paths*, *job roles* and *practical skills* are used in this Unit to mean:

- ◆ Sector – area of Creative Industries, eg music, drama, dance
- ◆ Career paths – progression route through a hierarchy of job roles
- ◆ Job roles – musician, illustrator, choreographer, etc
- ◆ Practical skills – selecting and using resources, techniques and equipment to improve skills of, eg designing, singing

Practical activities must be carried out safely in a real or simulated working environment.

The evidence will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence for Outcomes 1, 2 and 3 will be gathered in a candidate folio.

It is the centre's responsibility to ensure that the evidence collected is the candidate's own work.

Outcome 1 – Written and/or oral evidence

The evidence will be gathered in a folio which will include:

- ◆ identification of a minimum of three practical skills relevant to chosen job role
- ◆ evaluation of own practical skills against job requirements
- ◆ a minimum of three targets for further development of own practical skills related to chosen job role

Outcome 2 – Performance evidence and written and/or oral evidence

Evidence for Performance Criteria (a) and (b) will be gathered in a folio which will include:

- ◆ identification of a minimum of three approaches required to develop own practical skills and a brief plan of how they will be implemented.

Performance evidence is required for Performance Criteria (b) and (c). Candidates will engage in practical activities in order to practise and refine their own practical skills. Candidates will demonstrate on a minimum of one occasion their ability to:

- ◆ select appropriate resources, techniques and equipment
- ◆ creatively use resources, techniques and equipment
- ◆ develop creative expression of ideas and practical skills

Assessor observation checklists must be used to support performance evidence.

National Unit Specification: statement of standards (cont)

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Outcome 3 – Written and/or oral evidence

The evidence for Outcome 3 will be in written and/or oral form. Candidates will provide an evaluation of their own practical skills development which includes:

- ◆ an evaluation of their progress
- ◆ feedback gathered from others
- ◆ an evaluation of whether the chosen approaches were effective in supporting their practical skills development

Candidates will gather feedback from the teacher/lecturer and one other person, eg another candidate or another assessor who has observed them.

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

National Unit Specification: support notes (cont)

Unit title: Creative Industries: Skills Development (SCQF level 5)

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 Industries Course at SCQF level 5 and may also be taken as a free-standing Unit.

The focus of this Unit is primarily on practical activity and it is anticipated that the majority of delivery time will be dedicated to this.

This Unit offers candidates the opportunity to develop and improve practical skills associated with a chosen job role. The candidate will be required to set targets, plan and use a variety of approaches to develop their practical skills in a creative context.

In this Unit candidates will develop practical skills valued by employers which will complement the employability skills acquired in *Creative Industries: An Introduction*. This Unit offers candidates the opportunity to focus on practical skills required for a specific job role.

Outcome 1 – Practical skills identification

This Outcome is designed to allow candidates to identify practical skills relevant to a chosen job role then evaluate their own practical skills for that job role.

Candidates should identify one job, for example, lighting technician, fashion designer or solo singer and find out the practical skills that would be expected for that particular job role. This will allow candidates to compare the requirements of the chosen job role with their own practical skills and to set targets for their own skills development. For example, the candidate might be investigating the job role of portrait photographer and the research highlights the practical skills required to do that job role include having a knowledge and ability to use cameras and camera equipment, having skill in using correct lighting/settings/backgrounds and poses, etc. The candidate's targets might be to learn to use a flash, seek help in selecting appropriate lighting equipment and learn to pose models.

In this Outcome the candidate may carry out research by using the internet, reading published materials, or using CDs/DVDs. Visiting real workplaces and interviewing/talking to people in the chosen job role would be an advantage.

National Unit Specification: support notes (cont)

Unit title: Creative Industries: Skills Development (SCQF level 5)

Outcome 2 – Developing the skills

This Outcome is the main focus of the Unit and will involve the candidate in practical ‘hands on’ activities to develop their practical skills.

This Outcome allows the candidate time to develop and refine practical skills that would be required to work in that particular sector of the creative industry. It is important that this Outcome is one where candidates are ‘using’, ‘doing’, ‘making’, ‘performing’, ‘creating’, etc. For example, candidates researching the fashion industry might be involved in practising skills of pattern cutting or fashion drawing as part of their targets.

The skill of selecting and using appropriate resources/techniques/equipment should be emphasised.

Candidates should have planned their approaches and arranged access to appropriate resources/equipment to allow them to practise their practical skills in a creative context. This could be, for example, a centre workroom environment or work placement situation.

Outcome 3 – Evaluation

This Outcome is intended to give candidates the opportunity to evaluate both their progress and the development of their practical skills and the effectiveness of the approaches used. Candidates will be expected to seek and accept feedback from others about their progress.

During this Unit, candidates should be encouraged to develop a positive approach to the employability skills and attitudes identified by employers. These should be taught as an integral part of the Unit. In addition to the specific practical skills developed and assessed, candidates will have the opportunity to develop the following employability skills.

- ◆ Positive attitude to learning and the workplace*
- ◆ Understanding roles and responsibilities in the workplace*
- ◆ Awareness of the Creative Industries and roles within it*
- ◆ Awareness of entrepreneurial skills
- ◆ Awareness of health and safety guidelines*
- ◆ Working cooperatively with others
- ◆ Working independently*
- ◆ Communication skills*
- ◆ Presentation skills
- ◆ Use of appropriate IT skills*
- ◆ Confidence to seek, give and receive feedback*
- ◆ Confidence to set targets, reflect and learn from experience*
- ◆ Reviewing and evaluating own and others’ skills development*
- ◆ Finding, gathering, organising, presenting and evaluating information*
- ◆ Planning and preparation*
- ◆ Time management skills and working to deadlines*
- ◆ Contributing creatively to practical projects
- ◆ Selecting and creatively using appropriate resources, equipment and techniques*
- ◆ Flexible approach to problem solving*
- ◆ Practical skills in specific subject area*

National Unit Specification: support notes (cont)

Unit title: Creative Industries: Skills Development (SCQF level 5)

Development of these employability skills (those marked with an asterisk *) will be clearly identified as a result of the evidence generated through the assessment activities for this Unit. There are opportunities in the Unit to develop the remaining skills.

Throughout the Creative Industries Course at SCQF level 5, opportunities will arise to practise, review and evaluate employability skills, for example by carrying out activities in the following Units:

- ◆ *Creative Industries: An Introduction*
- ◆ *Creative Industries: The Creative Process*
- ◆ *Creative Industries: Creative Project*

National Unit Specification: support notes (cont)

Unit title: Creative Industries: Skills Development (SCQF level 5)

Guidance on learning and teaching approaches for this Unit

Centres should ensure that a brief induction to the Unit is given, which will enable candidates to understand fully what is required and the strategies to be adopted. It is important that skills, both generic and specific to the Creative Industries, are stressed at this time.

It is important to ensure that candidates taking this Unit are provided with advice and guidance on what is expected of them when they are working in the Creative Industries.

Throughout the Unit, candidates should be encouraged to engage with Creative Industries practitioners. Centres must ensure that relevant health and safety guidelines are followed at all times when candidates are undertaking activities both in and outwith the centre.

Where this Unit is taken as part of the Creative Industries Course (SCQF level 5), it is recommended that the approach to delivery is one of integration with the other Units. When choosing a job role in this Unit, candidates may wish to think ahead to their potential role in the implementation of the creative project in the Unit *Creative Industries: Creative Project*. Alternatively, candidates may wish to choose two different roles across both Units.

For example, Outcome 1 of this Unit could be integrated with Outcomes 2 and 3 in *Creative Industries: An Introduction*. Using an integrated approach could also mean that Outcome 2 and 3 of this Unit could be delivered in the early stages of *Creative Industries: Creative Project* where the candidate may need to continue to improve practical skills required to carry out the agreed task(s) in the creative project (see Outcome 2, Performance Criteria (a) and (b)).

The Unit should incorporate a variety of approaches to learning and teaching which may include:

- ◆ teacher/lecturer presentations
- ◆ group work and discussion
- ◆ practical activities
- ◆ video/DVD presentations
- ◆ visiting speakers
- ◆ visits to workplaces
- ◆ work experience

The development of identified practical skills will form the basis of the candidate's work in this Unit and the choice of a job role may be from a number of sectors which could include television/radio, music, drama, theatre, dance, design or any other sector from the Creative Industries.

Candidates should be encouraged to plan who, how, when and what is required to support the development of their practical skills. The choice of, and access to, appropriate resources, techniques and equipment that will allow candidates to carry out their skills development will play a significant role as will opportunities to practise their practical skills.

National Unit Specification: support notes (cont)

Unit title: Creative Industries: Skills Development (SCQF level 5)

Learning and teaching for this Unit should be candidate-centred, participative and practical wherever possible. Target setting will be a focus for candidates and be a driver for the implementation of the practical activities in the Unit. In order to achieve targets set, a degree of planning and organisation will be required.

Outcome 2 should form the main work of the Unit. As far as possible, the candidate should work to their targets and planned approaches independently as this will allow the assessor to ensure that the evidence assessed directly relates to individual candidates. The candidate, however, should still be encouraged to work with others where the opportunities arise.

Time should be set aside to allow candidates to reflect and evaluate on an on-going basis.

Opportunities for developing Core Skills

In this Unit, candidates will develop skills valued by employers. Candidates will make considered choices about resources and equipment, use appropriate approaches to develop their skills, and evaluate their progress. Candidates may use technology during practical activities in Outcome 1. Candidates will produce written and/or oral work as part of the folio covering all Outcomes. These are good opportunities for developing aspects of the following Core Skills:

- ◆ Information and Communication Technology
- ◆ Communication

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

If candidates are taking this Unit as a free-standing Unit, centres must ensure that they are given the opportunity to develop the specified practical skills over a period of time in relevant activities.

When this Unit is being delivered as part of the Creative Industries Course (SCQF level 5), it would be appropriate for Outcome 1 to be completed and assessed at the beginning of the Course and for Outcomes 2 and 3 to be assessed throughout the Course so that candidates have opportunities to practise and develop the practical skills.

The practical activities are the key focus of this Unit and it is recommended they take place on an on-going basis throughout the duration of the Course.

National Unit Specification: support notes (cont)

Unit title: Creative Industries: Skills Development (SCQF level 5)

Outcomes 1 and 2

The evidence could consist of a folio in a format appropriate to their chosen sector for example:

- ◆ power point presentation
- ◆ sketch book
- ◆ digital recording
- ◆ paper based folio

Where this Unit is being delivered as part of the Creative Industries Course at SCQF level 5, this evidence could form part of a Course folio.

An assessor observation checklist must be retained for Outcome 2.

Outcome 3

Evidence will take the form of an evaluation of the candidate's own progress and whether the chosen approaches were effective in supporting the development of the practical skills. A record of feedback from others about the progress made is also required.

The National Assessment Bank material (NAB) provided for this Unit illustrates the standard that should be applied. It includes candidate pro formas and assessor observation checklists. 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)*.

Disabled candidates and/or those with 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).

History of changes to Unit

Version	Description of change	Date

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