



National Unit Specification: general information

Unit title: Creative Industries: The Creative Process (SCQF level 5)

Unit code: FH62 11

Superclass: AF

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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 creative thinking and collaborative working. The Unit will provide candidates with an awareness of the key stages of a creative process. Candidates will be given a brief to interpret and they will contribute their own creative ideas to an overall team response.

Candidates will be encouraged through discussion to explore different solutions to the given brief. They will work collaboratively to prepare and present a team response to the given brief and then evaluate the team response.

Outcomes

- 1 Prepare for a team response to a given brief.
- 2 Produce and present the team response.
- 3 Evaluate the team response.

Recommended Entry

Entry is at the discretion of the centre.

General information (cont)

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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	None
Core Skill components	Critical Thinking at SCQF level 5 Working Co-operatively with Others at SCQF level 5

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 a team response to a given brief.

Performance Criteria

- (a) Produce a personal response to a given brief.
- (b) Present a personal response to the team.
- (c) Respond to feedback on personal response.
- (d) Provide feedback to other team members' personal responses.
- (e) Agree team response.

Outcome 2

Produce and present the team response.

Performance Criteria

- (a) Contribute to identification of key tasks and stages for the response.
- (b) Contribute to identification and agreement of roles and responsibilities.
- (c) Carry out own agreed role(s) in the team presentation.

Outcome 3

Evaluate the team response.

Performance Criteria

- (a) Seek feedback from audience.
- (b) Evaluate effectiveness of the team response.

National Unit Specification: statement of standards (cont)

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Evidence requirements for this Unit

The teacher/lecturer will provide a brief that clearly outlines the creative task. Example briefs will be provided in the National Assessment Bank material (NAB) 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 evidence will be gathered in open-book conditions at appropriate points throughout the Unit. Evidence of Outcomes 1, 2 and 3 will be gathered in a candidate folio.

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

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

Outcome 1 – Performance evidence and written and/or oral evidence

Written and/or oral evidence to be gathered will include a personal response which summarises:

- ◆ how the creative concept would look and/or sound
- ◆ target market, cost, timescales and health and safety considerations
- ◆ skills/resources/techniques/equipment required
- ◆ how the response meets the requirements of the brief

The folio evidence will take the form of brief notes/diary/logbook.

Performance evidence is required which demonstrates the candidate has:

- ◆ presented creative and manageable ideas to the team for consideration
- ◆ responded appropriately to feedback
- ◆ listened to other team members and provided constructive feedback

Assessor observation checklists must be used to support performance evidence.

National Unit Specification: statement of standards (cont)

Unit title: Creative Industries: The Creative Process (SCQF level 5)

Outcome 2 – Performance evidence

In Outcome 2 performance evidence is required which demonstrates the candidate has contributed effectively to agreement of:

- ◆ key tasks and stages for the team response
- ◆ roles and responsibilities for the preparation and presentation of the response

Candidates will also carry out any tasks related to their role in the preparation and/or delivery of the team response.

The team presentation of the response must include:

- ◆ identification of the proposed concept and detail of how it would look and/or sound
- ◆ detailed reference to issues of target audience, cost implications, health and safety considerations and timelines
- ◆ detailed description of skills, resources, techniques and equipment required

Assessor observation checklists must be used to support performance evidence.

Outcome 3 – Written and/or oral evidence

Evidence requirements take the form of an evaluation to include:

- ◆ a record of feedback from the audience about the content of the presentation
- ◆ a personal evaluation of whether the team response met the requirements of the brief
- ◆ strengths and area(s) for development in the team response

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

National Unit Specification: support notes (cont)

Unit title: Creative Industries: The Creative Process (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.

This Unit will introduce candidates to the creative development process as used in the Creative Industries when responding to a brief. The teacher/lecturer will provide candidates with a brief to be realised which clearly outlines the creative task and sets out the context. The brief should offer sufficient breadth and scope to allow candidates to be experimental and imaginative in the development of their ideas.

When this Unit is being taken as part of the Creative Industries Course, the delivery of this Unit could be integrated with that of *Creative Industries: Creative Project*. For example, the same contexts and brief could be used for both Units.

This Unit is ideally suited to a wide range of contexts, eg:

- ◆ a musical show
- ◆ an art exhibition/display
- ◆ production of school yearbook
- ◆ production of music CD
- ◆ a drama production
- ◆ an animated short film
- ◆ a website or blog
- ◆ a fashion show
- ◆ a community project

It is suggested that candidates use the agreed ideas and concepts developed in this Unit to form the basis of the creative project in the Unit *Creative Industries: Creative Project*.

Outcome 1

Candidates will develop and produce their own response to the given brief in readiness to present to the team for discussion. The personal response should briefly address all the requirements of the given brief. During the team discussion, candidates should be prepared to accept feedback about their personal response and be able to give feedback to other team members on their responses before they agree a team response.

National Unit Specification: support notes (cont)

Unit title: Creative Industries: The Creative Process (SCQF level 5)

Outcome 2

The team discussion is an important stage in the process and here the candidate should demonstrate ability to consider others' point of view, participate effectively and contribute to team decisions about the best way forward. Key roles and responsibilities should be agreed by the team and this will give candidates the opportunity to play to their individual strengths. Each candidate should agree their own role in the preparation and/or delivery of the presentation, for example researching relevant health and safety issues, or operating the equipment for the PowerPoint presentation.

The team response should be detailed and fully fleshed out. It should have addressed all the requirements of the brief and as such would include details of key stages, lists of resources, equipment and skills required, who the project would be aimed at, ie audience, detail of cost and timelines.

All members of the team will contribute to the preparation and/or delivery of the team response. The presentation should show how the proposed response meets the requirements of the brief and as such should be designed and presented with the aim of convincing a would-be client or prospective customer.

The team presentation could be presented to an actual client or customer, or teachers/lecturers or members of the candidate's peer group who could act as clients or customers.

Candidates should have an opportunity to use various creative visual and/or audio techniques to convince the audience that their proposals are valid and appropriate within the context of the brief.

National Unit Specification: support notes (cont)

Unit title: Creative Industries: The Creative Process (SCQF level 5)

Outcome 3

This Outcome is intended to give candidates the opportunity to evaluate the team response. They will be expected to seek and accept comment from others on the content of the presentation and evaluate if the requirements of the brief were met by the team response. The evaluation should also refer to the creative process involved in preparing, developing and producing a solution in response to the brief.

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 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 procedures*
- ◆ 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

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. These skills can be practised, reviewed and evaluated in real or simulated workplace environments, individual or group activities.

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: Skills Development

Creative Industries: Creative Project

National Unit Specification: support notes (cont)

Unit title: Creative Industries: The Creative Process (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 approaches to be adopted. It is important that employability skills, both generic and specific to the Creative Industries, are highlighted at this time.

The brief provided by the assessor will set out the creative context in which the team will work. This will include background information and the requirements of the task as well as any parameters and constraints which need to be considered.

Throughout the Unit candidates should be encouraged to meet and engage with creative industry practitioners as this will help them to learn about working practices, processes and issues within the Creative Industries. Talks by industry practitioners would create meaningful links and the possibility of access to real-life briefs.

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 skills by offering advice, reminders, feedback and guidance about the stages of the creative process. The style and format of the team presentation should be appropriate to the proposed concept, eg artwork/mock-ups may be appropriate for jewellery design or a fashion show.

Centres must ensure that relevant health and safety guidelines are taken into account in the preparation of the team response to the brief.

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

In this Unit candidates will work as part of a team. This could be a whole class group or the class could be in small groups. Centres may wish to organise their class into smaller groups to ensure each candidate's contribution is meaningful.

Candidates will interact with their peers and contribute to a team ethos by considering the creative process both from their own point of view and that of the team. This should then be used to form the basis of the evaluation.

Time should be set aside to allow candidates to reflect and evaluate.

National Unit Specification: support notes (cont)

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Opportunities for developing Core Skills

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 evaluate the content of the team response. The response to the brief will include consideration and decisions about budget, cost and timescales. Candidates will work together to resolve any issues or problems which may arise. They may choose to use technology to prepare and deliver their presentation. These are good opportunities for developing aspects of the following Core Skills:

- ◆ Communication
- ◆ Information and Communication Technology
- ◆ Problem Solving
- ◆ Working with Others
- ◆ Numeracy

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

For Outcome 1, candidates will maintain a record of their contribution to team discussions and the planning and production of the team response. This record could be brief notes in the form of a diary or log book and could be maintained by each individual or one team member.

For Outcome 2, the team response should include similar elements to those described for the personal response but will be used in a presentation to a 'client' and as such will be more fully developed than the personal response.

Outcomes 1 and 2 will be assessed using assessor observation checklists.

For Outcome 3 the evidence will be an evaluation of whether the team response met the requirements of the brief and comments about strengths and areas for development. A record of feedback from the audience about the content of the presentation is also required. A variety of approaches could be adopted here, eg:

- ◆ report
- ◆ completed pro forma
- ◆ audio recording
- ◆ oral presentation
- ◆ question and answer session

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.

National Unit Specification: support notes (cont)

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The National Assessment Bank material (NAB) provided for this Unit illustrates the standard that must be applied. It includes exemplar briefs, candidate pro formas and assessor observation checklists. If a centre wishes to design its own assessments for this Unit, they must 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 whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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