



National Unit Specification: general information

Unit title: Creative Industries: Understanding a Creative Brief
(SCQF level 6)

Unit code: HE0E 46

Superclass: AG

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Version: 02

Unit purpose

This unit will allow learners to investigate, analyse and evaluate the purpose, language and structure of creative briefs. Learners will gain experience of ways in which they might interpret a brief in order to effectively and efficiently respond to its demands. Learners will consider the range of interdependencies, the completion milestones, the impact of the process on the end product and how to respond to the client's needs. Learners will consolidate their understanding of a brief through a range of activities and will identify their strengths and interests individually and/or collaboratively.

This unit is a mandatory unit within the National Certificate in Creative Industries (SCQF level 6), but can also be taken as a free-standing unit.

This unit is suitable for learners studying/working in a variety of creative contexts, who wish to develop their understanding of creative briefs.

Outcomes

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

- 1 Analyse the language and structure of creative brief
- 2 Explore the roles and responsibilities of clients and creative teams
- 3 Respond to a creative brief

National Unit Specification: general information (cont)

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Recommended entry to the unit

Entry is at the discretion of the centre. Possession of some Core and Essential Skills at SCQF level 5 would be advantageous.

It may be beneficial for learners to have prior knowledge and skills within their chosen area of study. This may be demonstrated by the achievement of units at SCQF level 5 or 6, or evidenced through a creative portfolio or e-portfolio.

It would be expected that learners would have an interest in aspects of the Creative Industries.

Credit points and level

2 National unit credits at SCQF level 6: (12 SCQF credit points at SCQF level 6)

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 5 Planning and Organising 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: general information (cont)

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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.

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

Analyse the language and structure of creative briefs.

Performance Criteria

- (a) Explain the function of creative briefs.
- (b) Describe the structure of a range of creative briefs.
- (c) Describe the language used in a range of creative briefs.
- (d) Evaluate the effectiveness of a range of creative briefs.

Outcome 2

Explore the roles and responsibilities of client and creative team

Performance Criteria

- (a) Research a range of creative briefs.
- (b) Describe the range of working relationships between client and creative team.
- (c) Produce a creative brief in order to demonstrate the interaction between client and creative team.

Outcome 3

Respond to a creative brief.

Performance Criteria

- (a) Identify the clients' requirements outlined in a range of creative briefs.
- (b) Identify the key resources required to meet a chosen brief.
- (c) Create a production plan for the implementation of the chosen brief.
- (d) Pitch a response to the chosen brief.

National Unit Specification: statement of standards (cont)

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Evidence Requirements for this unit

Evidence is required to demonstrate that learners have achieved all Outcomes and

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence for Outcome 3 could be gathered in combination with Outcome 1 from the unit *Creative Industries: Working with a Creative Brief*.

Outcome 1 — Written and/or oral evidence

- ◆ Learners will explain the function of creative briefs.
- ◆ Learners will provide an analysis of the language and structure of at least two creative briefs.
- ◆ Learners will produce an evaluation of the effectiveness of a range of creative briefs.

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

PC (a and b) — Written and/or oral evidence.

- ◆ Based on case studies, learners will provide an explanation of the responses to at least two real life briefs.
- ◆ Based on the case studies learners will describe the working relationships between clients and creative teams.
- ◆ Learners will compose at least two briefs, using language and styles learned in Outcome 1.

PC (c) — Performance evidence.

As part of a creative team, learners will simulate the interaction with clients in the refinement of at least two briefs.

National Unit Specification: statement of standards (cont)

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Outcome 3 — Performance evidence and written and/or oral evidence

PC (a, b and c) — Written and/or oral evidence.

PC (a)

- ◆ Learners will identify clients' requirements from at least two briefs.

PC (b and c)

- ◆ Learners will identify key requirements, including personnel, time and resources from a chosen brief.
- ◆ Learners will produce a production plan for the implementation of the chosen brief.

PC (d) — Performance evidence.

- ◆ Learners will pitch a response to a creative brief.

Assessment may be carried out:

- ◆ Outcome by Outcome
- ◆ Two or more Outcomes together



National Unit Support Notes

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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 80 hours.

Guidance on the content and context for this unit

In the context of the National Certificate in Creative Industries (SCQF level 6), this unit complements the units *Creative Industries: Working with a Creative Brief* and *Creative Industries: Presenting a Creative Brief*.

These units are intended to be equally valid for successful progression to a level 7 Award or to employment. They are designed to allow the learner time to develop more fully the skills and understanding of the vocational discipline being studied by creating time for them to explore and experiment in their 'craft'. It is reasonable to expect that the more finely developed skills and knowledge acquired in this way will be beneficial both in employment or self-employment.

This unit is mandatory within the National Certificate in Creative Industries (SCQF level 6), but can also be taken as a free-standing unit.

For the purposes of this unit the term 'product' is taken to mean the output of the practical activity. This could be an artefact, a performance or a service provided for the benefit of others.

A wide range of creative contexts may be used to deliver this unit which would allow the learner to explore and experience the process of taking a creative product from concept to market.

The purpose of Outcome 1 is to introduce learners to the variety of styles used in the creation of briefs. Learners will explain the function of creative briefs before analysing the typical language and structure of a variety of briefs. It would be expected that the centre would provide briefs which have differing styles, for example, single page with informal language and very formal, structured documents. Learners could also research their own briefs but assessors would need to ensure that they were of contrasting styles and sufficient in scope to allow learners to make clear distinctions. Detailed analysis of the types of language used, and the typical structure of briefs, should be carried out. Finally learners will evaluate the style of at least two briefs, detailing the language used and identifying structural elements such as context, objectives, budget, requirements, etc.

In Outcome 2, through investigating relationships between client and audience, learners will gain experience of ways in which they might interpret a brief in order to effectively and efficiently respond to its demands. Through examination of case studies, learners will explain

how problems were addressed in real life briefs. Learners will identify the roles of client and creative team (audience) in the creation and refinement of a brief. Learners will have the opportunity to write straightforward briefs, using language and styles learned in Outcome 1. The briefs will be presented to creative teams, made up of the peer group, in order to gain an insight into the process of engaging in creative conversations to refine a brief.

In Outcome 3 learners will respond to a variety of creative briefs. Learners should identify the requirements of at least two briefs before providing a detailed response to at least one in the form of a production plan. The response should be pitched to a 'client' and any required refinements should be made. The brief for Outcome 3 could be used as the basis for the unit *Creative Industries: Working with a Creative Brief*.

This unit is aligned to the following Creative Skillset National Occupational Standards (NOS):

SKSGS3: Work effectively in the creative industries.

SKSGW4: Manage projects in the creative industries.

SKSGC2: Agree requirements and parameters of design activity in the creative industries.

SKSGI2: Present ideas and information to others in the creative industries.

National Unit Support Notes (cont)

Unit title: Creative Industries: Understanding a Creative Brief
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Supplementary Guidance for tutors delivering this unit as part of the Foundation Apprenticeship for Creative and Digital Media

This unit is part of the Foundation Apprenticeship for Creative and Digital Media. The employer group both guiding and informing this development has provided the following information for centres to ensure that learners undertaking the unit as part of the Foundation Apprenticeship gain the best possible experience.

Creative Industries: Understanding a Creative Brief is crucial in providing learners with an experience of ways in which they might interpret a brief in order to effectively and efficiently respond to its demands, considering the range of interdependencies. To facilitate this, it is expected that Foundation Apprentices have an exposure to:

- ◆ Building and maintaining client relationships.
 - Understanding client need (What they are looking for? How the brief is going to work in reality, what are the key processes needed?)
 - Understanding consumer need
 - Beware of competition, managing expectations and commercially aware (proving alternative packages - up selling);
- ◆ Developing products that are cost effective addressing 'profit margin'. Making the concept work in 'money terms';
- ◆ STEM awareness. The fusion between science and the Creative Industries. Combining arts, design, music and craft with sciences, technology, engineering and maths. Example could be a videogames designer and programmer,(engineering and art).

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 Foundation Apprentices 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.

National Unit Support Notes (cont)

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Guidance on approaches to delivery of this unit

Outcomes should be delivered and assessed sequentially. However, there is scope to combine Outcomes 1 and 2 (with the exception of Outcome 2, PC (c) which should be assessed separately).

Although written and/or oral evidence is required for each Outcome, it is envisaged that this unit will be delivered using a range of practical tasks such as role-play, group activities and research. Throughout this unit, learners would benefit from interaction with creative professionals in the form of guest speakers or site visits. Learners should be encouraged whenever possible to work in groups to carry out research, prepare presentations and to peer review as far as is appropriate.

Outcome 1 — With the focus of the Outcome being the analysis of language and structure of briefs, learners would benefit from facilitator led discussion, case studies, research and group learning to help understand how language and structure can influence creative direction and decision making. Learners could present, individually or in groups, their evaluation of the effectiveness of a variety of briefs based on research or discussion with creative practitioners.

Outcome 2 — This Outcome presents the learner with the opportunity to investigate real life examples of creative briefs and how they were eventually realised. Learners should present their findings individually or in groups. Learners should be issued with a range of creative briefs from a variety of sources and creative disciplines to allow them to appreciate the breadth of opportunities that exist. At this stage learners will also gain insight into the interdependencies that are required to meet many briefs, ie, how creative teams may require the skills and knowledge from many sectors to successfully meet the brief. This Outcome focuses on the interpretation of briefs and the importance of relationships and interaction between the writer of the brief and the creative practitioner to clarify and refine briefs through creative dialogue. There is opportunity for learners to assume the role of client and creative team to create and respond to briefs, preparing learners for the need to respond to feedback and make changes to requests and responses.

Outcome 3 will allow learners to work independently or in teams to produce a production plan in response to a brief. The response could be pitched to a client or peer group.

National Unit Support Notes (cont)

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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.

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence.

It is anticipated that most of the evidence will be produced during class time, helping to authenticate work of individual learners. However, the use of presentation and observation of peer to peer discussion will also provide opportunities for assessors to authenticate learner performance.

For this unit, in addition to appropriate performance evidence, learners will be expected to provide written and/or oral evidence for each Outcome.

Outcomes should be delivered and assessed sequentially.

Outcome 2 PC (a) and PC (b) will be evidenced in response to case studies.

It is expected that Outcome 2 PC (c) will be evidenced through performance evidence where an assessor checklist will be used to record the achievement of each learner.

Outcome 3 should culminate in a presentation/pitch which addresses each Performance Criteria.

National Unit Support Notes (cont)

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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

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

There will be opportunities to develop the Core and Essential Skills outlined above through participation in set tasks. These opportunities should arise naturally through activities such as team discussion, individual research, presentations, budgeting, etc.

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

The ability to develop skills in enterprise, entrepreneurialism and employability are at the very heart of this unit. Learners will be given the freedom to creatively respond to the demands of creative briefs, and will develop the capacity to formulate ideas. Learners will have the opportunity to begin to develop skills in order to implement those ideas.

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 5 and Planning and Organising at SCQF level 5.

History of changes to unit

Version	Description of change	Date
02	Additional guidance added to support notes for tutors delivering this unit as part of the Foundation Apprenticeship in Creative and Digital Media	14/02/2017

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