



National Unit specification

General information

Unit title: Creative Industries: Presenting a Creative Product
(SCQF level 6)

Unit code: HE0G 46

Superclass: AG

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Unit purpose

This Unit will allow learners to test and realise the market potential of a product created in response to a creative brief. Learners will develop skills in communication, presentation, promotion, marketing, selling, enterprise, entrepreneurialism and critical evaluation. They will develop knowledge and understanding of the principles of Intellectual Property and how this applies to all stages of the creative process.

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 or working in a variety of creative contexts who wish to develop an understanding of presenting a creative product to the marketplace.

Outcomes

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

- 1 Prepare to present a creative product to the market
- 2 Present the creative product to the market
- 3 Evaluate presentation of the creative product to the market

Credit points and level

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

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.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component None

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

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

Prepare to present a creative product to the market.

Performance Criteria

- (a) Assess the potential market with reference to primary and secondary sources.
- (b) Investigate and secure an appropriate form of protection for intellectual property.
- (c) Research methods for commercialisation of the product.

Outcome 2

Present the creative product to the market.

Performance Criteria

- (a) Develop an action plan for taking the product to market.
- (b) Market and promote the creative product.
- (c) Participate in opportunities to present own product to the market.

Outcome 3

Evaluate presentation of the creative product to the market.

Performance Criteria

- (a) Evaluate effectiveness of research.
- (b) Evaluate effectiveness of action plan.
- (c) Evaluate effectiveness of marketing and promotion.
- (d) Evaluate own contribution to the process.

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 Performance Criteria.

Outcome 1 — Product evidence, and written and/or oral evidence.

Learners will compile a portfolio record of their research activities. This evidence will include the following:

For PC (a)

- ◆ Findings from investigation into comparable creative products already available:
 - describing strengths and weaknesses of the other products
 - describing the popularity of the other products
- ◆ Identification of potential for differentiation for the creative product, informed by the above, through:
 - primary research gathered through direct engagement with potential clients or customers or funders
 - secondary research gathered through desk-based research

For PC (b)

- ◆ brief description of the available forms of protection for intellectual property
- ◆ justification for the selection of the form of protection most appropriate for the creative product

For PC (c)

- ◆ description of commonly used methods of commercialisation for existing similar creative products, giving examples of:
 - good practice or innovation.
 - poor practice.
- ◆ justification of the learner's preferred approach to marketing the creative product

National Unit specification: Statement of standards (cont)

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Outcome 2 — Product evidence, and written and/or oral evidence, and performance evidence.

Learners will add to their portfolio evidence of:

For PC (a)

- ◆ draft and finalise action plan for taking the creative product to market including:
 - making ready the creative product on time.
 - logistics for the learner, the creative product, and promotional media are well-prepared and on time.

For PC (b)

- ◆ draft and finalise promotional media.
- ◆ method(s) and media for product promotion.

For PC (c)

- ◆ evidence of having secured and participated in at least two customer-facing events to deliver the creative product.

Outcome 3 — Product evidence, and written and/or oral evidence.

Learners will reflect on and critically review the effectiveness of their presentation including:

For PC (a)

- ◆ the process and Outcomes of the research stage with details on which research was useful and which was not.

For PC (b)

- ◆ the process and Outcomes of the planning stage with details on how effective the plan was in achieving goals and reaching milestones on time.

For PC (c)

- ◆ the process and Outcomes of marketing and promotion with details on which aspects of the delivery (marketing, promotion and selling) were most effective.

For PC (d)

- ◆ identified strengths and weaknesses of the creative product and the learner's approach. The learner should also describe the key learning points from the process and what they learnt about themselves.



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: Understanding a Creative Brief* and *Creative Industries: Working with a Creative Brief*, and concludes the process of working with a creative brief from conception to market.

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 precise nature of the creative product ideally will not be specified by the assessor but may be determined by the learner, informed by the craft, skills or knowledge being developed through the other Units in the course (if being delivered as part of a Group Award or alongside an appropriate National Progression Award). For example, the Music student may compose a piece of music for film or television and pitch it to the producer; the Dance student may devise and teach choreography for a musical item in a Primary school production; the Drama student may construct an item of devised theatre to convey a particular message or purpose; the Jewellery-making student may design some pieces for sale inspired by another culture; the Fashion design student may design a uniform for a new school; and so on.

To these ends, the learner, before embarking on Outcome 1, should spend some time considering what is a reasonable end point. In doing so, this will help her or him to identify milestones toward completion. Therefore, Outcome 1 requires that they plan, Outcome 2 is about implementation and Outcome 3 asks them to reflect.

National Unit Support Notes (cont)

Unit title: Creative Industries: Present a Creative Product
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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.

SKSG12: Present ideas and information to others in the creative industries.

Guidance on approaches to delivery of this Unit

A wide range of creative contexts may be used to deliver this Unit to allow the learner to explore briefs that focus on the chosen subject or creative discipline. It is not essential for the learner to personally create the product; it may be their own creation, or they may have contributed to its creation, but equally it could be entirely created by a third party, such as a peer.

The learner is more likely to successfully achieve the Unit if they can work to a brief, and this could be composed by the learner, or issued by the assessor. Another possibility is to work to a real brief. By this it is meant that the brief could be a genuine one, created by a client, as opposed to one created simply for the learner for Unit assessment purposes. This real brief could be one that has been taken from real life or a live brief that has a live client and a required output/conclusion.

The client may be external to the centre, or the task may be to support another department or curriculum area within the centre.

The Outcomes are designed to lead the learner through the process in a logical manner. However, given the nature of project work it is expected that the learner will continually refine the approach and response throughout. It is important for the learner to work to deadlines. It is also important for the learner to be able to recognise whether or not the work has reached an appropriate standard to meet the brief.

The learner should be supported most at the outset of the Unit and this could be arranged with large or small groups or with individuals as appropriate. As the learner begins to negotiate through the process, ongoing support should be provided through whatever means is most suitable for the learner, and the creative process. It might be done in person (face-face) or through e-communication; either by email or similar, or by using video conferencing software. It is important to note, however, that the learner should be encouraged to gradually move towards increased autonomy in the tasks, problem-solving by him/herself as far as possible. The most appropriate approach will be determined by the centres, the vocational context(s) and the learner.

National Unit Support Notes (cont)

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Outcome 1

This Outcome requires that, as far as possible, from the outset the learner considers the creative product in its context, and the scale of the potential market (who are the potential clients or customers for the intended creative product or service, and how many there are). To reach valid and reliable conclusions the learner must demonstrate an ability to identify and engage with primary and secondary sources of information and to show some meaningful analysis of the data and responses these provide. That analysis will then inform the approach to marketing the creative product in the next Outcome.

The learner also must consider the available means to protect one's intellectual property and to select the most appropriate for the specific task. In this situation, the absolute best form of protection may not be the most appropriate. Therefore, the learner should show due consideration in making the selection.

Outcome 2

The learner will apply the knowledge from Outcome 1 in developing an action plan to deliver the creative product to the marketplace. In so doing the learner will explore the potential to commercialise (attract an audience or customers for) the creative product; what is the best way to raise awareness of it in the marketplace? Finally, the learner will deliver the product to the market through advertising/promotion, and to potential clients or customers. This must be carried out on a minimum of two separate occasions and in so-doing allow the learner to reflect on the first event and revise the subsequent event accordingly.

Outcome 3

This Outcome requires the learner to reflect and evaluate. One of the primary goals of this Unit is that the learner is not assessed in a single event; rather, that there is a set of opportunities to develop and refine the ideas over a longer period of time and greater number of experiences.

Through reflection on each stage of the process, as will be detailed in the portfolio, the learner will reach conclusions and make recommendations on how the approach might be enhanced in similar tasks in the future.

National Unit Support Notes (cont)

Unit title: Creative Industries: Presenting a Creative Product
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Guidance on approaches to assessment of this Unit

The learner is assessed on the process of taking any creative product to market. So, how effectively does the learner understand the product, and the potential market for it; how they consider and determine which is the most appropriate form of intellectual property protection; how effective is the market research and the subsequent commercialisation? All of these can successfully be achieved in the context of, for example:

- ◆ an original devised theatrical piece, that raises awareness of a specific message.
- ◆ an original dance that draws attention to racial harmony.
- ◆ a piece or collection of jewellery.
- ◆ a collection of artworks that celebrate community or cultural heritage.
- ◆ a computer game to improve understanding of some grammatical rules.
- ◆ promotional photographic head shots for a hairdressing salon.

Each of these is an example of creative products that are relatively commonplace in everyday life. Consequently, this allows the learner an opportunity to examine particular aspects of how these have been brought to market, to compare with her or his own product and will help inform some of the processes that might be adopted. Each example above has an identifiable market or client group; the intellectual property behind each can be protected; each will require a different approach to marketing, commercialisation, and presentation to the market or potential customer. In referring to pre-existing products, the learner will be able to glean some intelligence about how best to approach the process for his/her own task. All of this should be reflected in the portfolio.

Assessors should use their knowledge and understanding of each learner, apply professional judgement, subject knowledge and experience of the typical processes and protocols in their creative field. The conditions and contexts in which these are used, to determine the most appropriate approaches to generating evidence should also be considered.

Evidence will be collated in a portfolio which may be paper based or digital. It should be well-organised and logically presented. Evidence may be gathered for each Outcome in a sequential manner. However, the processes involved in presenting a product or service to market often are iterative in nature and therefore many of the Performance Criteria may be revisited by the learner as the aims, objectives and outputs are refined.

The creation and maintenance of a timeline and Gantt chart would be very helpful from the outset (to make the preparation process time-bound) and would assist the learner and the assessor(s) to monitor progress effectively throughout.

National Unit Support Notes (cont)

Unit title: Creative Industries: Presenting a Creative Product
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Outcome 1 (product evidence, and written and/or oral evidence) would require:

- ◆ evidence of engagement with primary and secondary sources to inform:
 - the viability of the creative product in the context of competitors and potential market
 - the location and scale of the potential market
 - typical means of presenting the chosen product to the market.
- ◆ evidence of investigation into Intellectual Property and a justification for the form of protection selected for own product.
- ◆ evidence of the potential methods of commercialisation of the creative product, informed by research as above.
- ◆ selection and justification of commercialisation for the creative product.

Note: it is not essential that the learner has created this product; it refers simply to the product with which the learner is engaging for the purposes of assessment.

Outcome 2 (product evidence, and written and/or oral evidence, and performance evidence) would require:

- ◆ evidence of draft and final action plans, plus any subsequent revisions that may be required. This will assist in assessing the learner's processes in thinking and action.
- ◆ evidence of marketing and promoting the creative product across all media and in all forms as per the plan. Again, if appropriate, examples of refinements of their campaign will contribute to the assessment of the learner's process.
- ◆ evidence of having secured and participated in at least two events to promote the creative product. It is not necessary for the learner to have negotiated their participation at these events; it is reasonable that at least one of these could be an event that is arranged by the centre for the showcase presentation of a number of creative products, or it may be that it is appropriate for the event to be external, eg a small market or craft fair.

National Unit Support Notes (cont)

Unit title: Creative Industries: Presenting a Creative Product
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Outcome 3 (product evidence, and written and/or oral evidence) may be assessed independently of Outcome 1 and 2. However, some learners may naturally record their own reflections and responses, and those of others, throughout their activities in the first two Outcomes and that will inform the development and evaluation processes. This would be good practice. However, all learners should be given guidance and encouragement to make brief notes on their reflective consideration of progress made at the end of each task or period of activity. There are a number of potential methods for this and the assessor ideally will discuss with each learner what these are and assist in selecting the most appropriate for the specific learner and the activity. This will require:

- ◆ notes of personal reflection on process and progress and feedback from others
- ◆ for the planning stage
 - what was good (and what is the evidence for this?)
 - what might have been better (and how might it have been improved? Better planning? Better research? Increased focus? More time? Different approach? Different solution to the brief? etc)
- ◆ for the presenting stage:
 - what was good (and what is the evidence for this?)
 - what might have been improved (deeper, wider research into the marketplace? Different solution? Different marketing? etc)
- ◆ for the creative product
 - what is good about the product (and what evidence is there?)
 - what could be better?
- ◆ in general
 - what are the most significant lessons learnt about the process?
 - what has been learnt by the learner about self about attitude and aptitude towards the task(s) and how might these be developed in the future?

As stated above, for this Unit, learners will be expected to collate performance evidence, written and/or oral and evidence, and product evidence for the Outcomes. This will most likely take the form of a portfolio which can be physical or digital, or a combination of the two. In any case it should have a checklist/contents page at the start which clearly states where the evidence for each Outcome and Performance Criterion is located within the portfolio.

For some learners it will be appropriate if the evidence takes the form of a video log (Vlog). This could be done through the use of mobile filming technology and uploaded to a social media location or to an e-portfolio that is specifically created for the project.

Equally, for other learners, electronic evidence may not be appropriate in the project or, at least, for certain aspects of it. If appropriate for that creative discipline, a more traditional style of portfolio is also acceptable.

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.

Learners will develop complimentary skills in communication, presentation, promotion, marketing, selling, enterprise, entrepreneurialism and critical evaluation.

Learners will have the opportunity to utilise these skills in order to implement creative ideas.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF Level 6.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Creative Industries: Presenting a Creative Product
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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 Unit is a mandatory Unit in the National Certificate in Creative Industries (SCQF level 6) but you can also take this as a free standing Unit. It is also likely that you will be studying other Units which are arts, creative or performance based. There are three Creative Industries Units in this series, and this Unit follows on from the first two Units in the series: *Creative Industries: Understanding a Creative Brief* and *Creative Industries: Working with a Creative Brief*.

In the Unit *Creative Industries: Presenting a Creative Product* you will have the opportunity to test and realise the market potential of a product or service that you have created in response to a creative brief. You will develop a range of skills and how these apply to all stages of the creative process — communication, presentation, promotion, marketing, selling and critical evaluation. A focus of this Unit is awareness and understanding the principles of Intellectual Property and how these are applied, and of skills building in enterprise and entrepreneurialism.

Assessment of your work in this Unit will be a continuous process and the evidence required will occur naturally through participation in each task. Through this Unit you will have the opportunity to develop Core Skills and skills which are valued by employers: *Communication, Numeracy, Information and Communication Technology, Working with Others* and *Problem Solving*.

Much of your work will be generated through practical tasks and you can work on your own or with others. Collaborative working and team-working is a major part of the activities in the Creative Industries and you will gain awareness of the wide range of skills sets and contexts which are possible.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF Level 6.