



## **Group Award Specification for:**

**HNC Creative Industries: Television**

**Group Award Code: GG8V 15**

**HND Creative Industries: Television**

**Group Award Code: GG8W 16**

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# Contents

1	Introduction .....	1
1.1	Background Information and rationale.....	1
1.2	Title of the qualification(s) .....	3
1.3	Links to and from other qualifications .....	4
1.4	Target Group.....	5
1.5	Progression Opportunities.....	5
2	Qualifications structure.....	5
2.1	HNC Creative Industries: Television.....	6
2.2	HND Creative Industries: Television.....	8
3	Aims of the qualifications.....	10
3.1	General aims of the qualifications .....	10
3.2	Specific aims of the qualifications.....	10
3.3	Graded Units.....	11
4	Recommended entry to the qualifications.....	11
4.1	Core Skills entry profile .....	12
5	Additional benefits of the qualifications in meeting employer needs .....	13
5.1	Mapping of qualification aims to Units (mandatory Units) .....	14
5.2	Mapping of National Occupational Standards (NOS) and/or trade body standards.....	15
5.3	Mapping of Core Skills development opportunities across the mandatory Units .....	18
5.4	Assessment strategy for the qualification(s) .....	19
6	Guidance on approaches to delivery and assessment.....	21
6.1	Sequencing/integration of Units.....	21
6.2	Recognition of Prior Learning .....	23
6.3	Articulation and/or progression.....	23
6.4	Credit transfer .....	24
6.5	Opportunities for e-assessment.....	27
6.6	Resource requirements .....	27
7	General information for centres .....	28
8	Glossary of terms .....	29
9	General information for learners.....	31

# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform Course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

## 1.1 Background Information and rationale

The SQA has offered HNC/HND level qualifications in practical Television since 1996 and the HNC/HND Creative Industries: Television frameworks have been developed by a consortium of providers in extensive consultation with the Scottish broadcasting and media industries, as well as Higher Education institutions. Take up of the award has been consistent, and graduates of the HNC/HND have successfully gone on both to university level education and industry employment. The award is mature enough that many HNC/HND graduates now have significant careers in the media industry in Scotland and beyond.

However, the broadcasting landscape is constantly changing and has undergone rapid and significant developments since the current HNC/HND framework was first devised a decade ago. It is therefore necessary to revise the HNC/HND framework for the qualifications to have sustained and enhanced relevance to the media industry now and in the future. Whereas key fundamental technical skills in camera, lighting sound and editing remain core both to the industry and the award, it has been essential to review and revise the knowledge and skills required in these Units, and also to amend significantly a number of other mandatory and optional Units across the award. Throughout this process, the approach has been to retain the teaching of essential skills, while developing greater relevance to current and future trends in the production industry. Again and again, consultation with industry has highlighted that future demand will be for graduates with technical awareness, current knowledge of the industry, and the ability to communicate well.

The convergence of media production and information technology continues, and a file based workflow for both the acquisition and editing of video material is now fully established in the television industry. This fundamental shift has been recognised and the required knowledge highlighted in the revised mandatory Unit *Editing: An Introduction*. In addition, there is a new Unit, *Media Management*, in recognition of the growing importance of the management of data in the television production process. Knowledge and awareness of different recording formats and compression resolutions has now been incorporated into *Camera: An Introduction*.

The media industry is characterised by a preponderance of relatively small companies and an increasingly freelance workforce, often employed on short term contracts and likely to work for a large number of employers in the course of their careers. It is therefore necessary that learners have a range of skills and a general grounding of industry knowledge on graduating from HNC/HND programmes. The technical skills in practical production and post production work that can be gained from the HNC/HND will mark graduates out from many other media courses at both FE and HE level. 'Industry is looking for newcomers with a fundamental level of technical skills as well as industry awareness' said one senior BBC Scotland executive.

*Creative Industries: An Introduction* remains mandatory in the new award structure. It is important that learners learn about the context of their local and national Creative Industries sector, as well as gaining specific skills and knowledge in particular areas.

The qualification continues to recognise the importance of practical industry experience in enhancing individual employment prospects. Companies often prioritise previous experience over qualifications, and work placements are the first step on the ladder to an industry career. The *Work Experience* Unit remains mandatory on the Television HND in recognition of its fundamental importance to individual career prospects.

Given the likelihood of a freelance working pattern, ideas are a strong currency for those seeking a career in broadcasting, and the knowledge and skills to research, develop and present them are vital tools for the would be media professional. This is reflected in the new mandatory Unit *Content Development and Research*, which replaces the previous *Television Research* Unit. In this new Unit, developing, presenting and pitching content ideas are central to the teaching and assessment process, thereby recognising the need for media professionals at all levels to be able to communicate ideas. As one senior development professional at a large Scottish independent production company put it: 'If you bring a CV to a company you present them with a problem — how can they fit you into their team? If you bring ideas to a company, you may be presenting them with solutions — answering the question of where they will win their next business from.'

Another continuing development in media production is the proliferation of delivery platforms, and the trend towards video content being available on multiple platforms, and embedded in online formats. This will inevitably be a growing trend in years to come, and this has been recognised in the reworking of the mandatory *Creative Project* Unit as *Creative Content Generation*. In this Unit, learners are asked to devise, develop and deliver a video based project, with the necessity to consider different platforms for delivery, and the freedom to pursue one or more of these when creating their content idea.

*Law and the Communications Industries* remains mandatory in the Television HND, but in the first year a revamped *Production Skills: an Introduction* (replacing *Television Production Skills: Location*) addresses key legal issues around Health and Safety and copyright in the assessment structure. In addition, the Unit covers the procedure and documentation involved in professional production work, including scheduling and budgeting.

There are two Graded Units in the Television HND framework. All other Units are simply assessed as Pass/Fail, whereas the Graded Units are marked as A, B, C or fail.

The first year HNC *Graded Unit 1* is integrated with *Creative Content Generation* and is concerned with the learner's performance in developing and delivering a video based project.

The second year *Graded Unit 2* continues to revolve around the learner's self promotion strategy in seeking employment and/or commissioning opportunities in media production. The Unit has been updated to reflect the need for learners to develop an online presence in which they can showcase their knowledge, skills and experience to those who may give them work.

The framework also offers a range of optional Units which allow centres and learners to develop in specialist areas as they progress through the HNC/HND. These include Units in Camera, Sound and Editing, as well as Scriptwriting, Production Management and Directing — for both factual and non factual genres. Opportunities exist in single camera location work, multi camera studio production and online content generation among others.

This blend of a unified mandatory core with a suite of optional Units that consolidate and develop skills is one of the many strengths of the new framework. Graduates of the HNC/HND Television course will be equipped with the practical and theoretical knowledge to progress further, either to higher education or directly into the world of work.

## **1.2 Title of the qualification(s)**

The titles of the qualifications — HNC and HND Creative Industries: Television have been chosen to reflect both the competences of the Group Awards and the sectoral context of which they are a part. The mandatory Units of both the HNC and HND provide learners with a good grounding in the technical, organisational and creative skills required for entry into the television industry. Consultation with centres currently offering the awards indicated that the titles continued to be meaningful and appropriate.

### 1.3 Links to and from other qualifications

There are a number of qualifications offered which provide progression to and from the HNC/HND *Creative Industries: Television*. These are shown in the table below:

SCQF level	NQ	HNC/HND	SVQs
10		<b>Honours Degree</b>	
9		<b>Ordinary Degree</b> eg BA Television; BA Film Making and Screenwriting	
8		<b>HND Creative Industries: Television</b>  <i>HND Creative Industries: Radio</i>  <i>HND Creative Industries: Media and Communication</i>	
7		<b>HNC Creative Industries: Television</b>  <i>HNC Creative Industries: Radio</i>  <i>HNC Creative Industries: Media and Communication</i>	There are currently no SVQs available for the Creative Industries sector. However, Creative Skillset has developed a wide range of National Occupational Standards (NOS)
6	NC Creative Industries		
5	Skills for Work Creative Industries Intermediate 2 NC Creative Industries NPA Television Production NPA Radio Broadcasting		
4	NPA Creative Industries:		

## 1.4 Target Group

The target group for these awards is those interested in pursuing a career in television and who wish to develop the knowledge and creative and technical skills required for the television industry. The awards are offered on a full time basis and are aimed at school leavers, adult returners, self employed, etc.

## 1.5 Progression Opportunities

The emphasis on underpinning theoretical knowledge and analytical skills supports formal articulation routes into Scottish Higher Education degree courses such as the BA in Television, BA Film Making and Screen Writing, BA Broadcast Production, etc.

In addition some Centres have informal agreements with specific Higher Education institutions which facilitate articulation for suitable learners, usually on an individual case-by-case basis, eg the Royal Conservatoire of Scotland.

However, the HNC/HND is not intended solely as a vehicle for progression. Learners achieving the HNC/HND will have developed a range of creative and technical skills suitable for entry positions in the industry. The types of post suitable for HNC/HND learners include:

- ◆ Office Runner
- ◆ Production Runner
- ◆ Logger
- ◆ Edit Assistant/Junior Editor
- ◆ Junior Researcher
- ◆ Camera Assistant/Camera Operator
- ◆ Production Co-ordinator

## 2 Qualifications structure

The revised awards have been designed to address the many changes which have taken place in the industry over recent years. In particular they reflect the importance of soft skills such as the communication of information and pitching content ideas (*Content Development and Research*), collaborative and team working, and the evolving digital and technical skills associated with multi-platform delivery, online formats and the management of digital content.

The need for media management is ever increasing and is embedded in several mandatory Units, for example, *Camera: an Introduction* and *Editing: an Introduction*. In addition, an optional Unit dedicated to media management will be available and cover this evolving subject area in more depth. The optional Unit Media Management will offer learners the opportunity to develop their knowledge and skills regarding different file formats, video resolutions, codecs and the data rates associated with the cameras used in capturing and editing video.

## 2.1 HNC Creative Industries: Television

### Conditions of award — HNC Creative Industries: Television

The HNC Creative Industries: Television is made up of 12 SQA Unit credits. It comprises 96 SCQF credit points of which 72 are at SCQF level 7 in the mandatory section including a Graded Unit of 8 SCQF credit points at SCQF level 7. This meets the requirements of the design principles set by SQA.

#### Mandatory Units (learners must achieve all Units in this section)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4A1	34	Creative Industries: An Introduction	1	8	7
H4A2	34	Creative Content Generation	2	16	7
H4A3	34	Camera: An Introduction	1	8	7
H4A4	34	Lighting: An Introduction	1	8	7
H4A5	34	Sound Recording: An Introduction	1	8	7
H4A6	34	Editing An Introduction	1	8	7
H4A7	34	Production Skills: An Introduction	1	8	7
H49S	34	HNC Creative Industries: Television: Graded Unit 1	1	8	7
		<b>Total</b>	<b>9</b>	<b>72</b>	

#### Optional Units

Learners must choose 3 optional SQA credits (24 SCQF credit points) from the following:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
D7M3	34	Video Production 1: Planning and Production*	1	8	7
DH8K	35	Law and the Communication Industries	1	8	8
DM14	35	Location Sound: Single Microphone Recording and Boom Operations	2	16	8
DM13	35	Location Sound: Complex Recording and Wireless Microphone Operations	2	16	8
H4A9	35	Lighting: A Single Camera Location	2	16	8
H4AA	35	Lighting: A Multi-camera	2	16	8
DE35	35	2D Digital Imaging and Animation	2	16	8
DE2N	35	3D Modelling and Animation	2	16	8
H4AB	35	Using a Single Camera in a Television Production Team	2	16	8
H4AC	35	Camera: Selection Mounts and Advanced Functions	2	16	8
F45R	35	Television Scripting: Factual Programmes	2	16	8
F45S	35	Television Scripting: Non- Factual Programmes	2	16	8
H4JB	35	Television Production Management: Factual Programmes	2	16	8



4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4JC	35	Television Production Management: Non-Factual Programmes	2	16	8
F45N	35	Television Directing: Multi-Camera	2	16	8
DM26	35	Multi-Camera: Vision Mixing	1	8	8
DM25	34	Multi-Camera Production: Support Roles	1	8	7
F45L	35	Editing: Own Programme	2	16	8
D7XR	35	Video Production 2: Making a Video Programme	1	8	8
J2LC	35*	Critical Analysis of Texts	1	8	8
H4AD	34	Multi-camera: Camera Techniques	1	8	7
DE2P	35	Advanced Bitmap Graphics for Creative Multimedia Design	2	16	8
DE2R	35	Advanced Vector Graphics for Creative Multimedia Design	2	16	8
DM2J	34	Television Planning and Production	1	8	7
H4JE	35	Television Directing: Factual Programmes	2	16	8
H4JF	35	Television Directing: Non-Factual Programmes	2	16	8
DR2X	35	Advanced Studio Techniques	3	24	8
DJ1Y	33	Audio for Multimedia: an Introduction	1	8	6
F7BX	34	Marketing: An Introduction	1	8	7
H4A0	34	Creative Industries: Preparing for the Workplace	1	8	7
H4A8	35	Content Development and Research	2	16	8
H4A0	34	Creative Industries: Preparing for the Workplace	1	8	7
H4JD	35	Editing to a Director's Brief	2	16	8
H4JA	34	Media Management: An Introduction	1	8	7
H6M5*	35	Audio Post Production for Video	2	16	8
H6M4*	35	Audio Post Production: Automated Dialogue Replacement and Foley for Video	2	16	8
D7LW*	34	Communication: Using Information Technology and Desk Top Publishing	1	8	7
H4JN*	34	Compositing and Motion Graphics	1	8	7
F1N1	35	Electronic News Gathering	1	8	8
F1TM	35	<b>OR</b> News Gathering	1	8	8

\*Refer to History of Changes for revision changes.

## 2.2 HND Creative Industries: Television

### Conditions of award — HND Creative Industries: Television

To achieve the full HND *Creative Industries: Television* learners are required to achieve 15 mandatory SQA credits (120 SCQF credit points) and 15 optional SQA credits (120 SCQF credit points). SQA's design principles require at least 64 credit points to be at SCQF level 8. The mandatory section includes 40 credit points at SCQF level 8, therefore, at least 24 of the 120 optional credits available must be achieved at SCQF level 8. All learners will automatically meet this requirement due to the small number of optional Units available below SCQF level 8.

### Mandatory Units (learners must achieve all Units in this section)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4A1	34	Creative Industries: An Introduction	1	8	7
H4A2	34	Creative Content Generation	2	16	7
H4A3	34	Camera: An Introduction	1	8	7
H4A4	34	Lighting: An Introduction	1	8	7
H4A5	34	Sound Recording: An Introduction	1	8	7
H4A6	34	Editing An Introduction	1	8	7
H4A7	34	Production Skills: An Introduction	1	8	7
H49S	34	HNC Creative Industries: Television: Graded Unit 1	1	8	7
DH8K	35	Law and the Communication Industries	1	8	8
H4A8	35	Content Development and Research	2	16	8
HJ4W	34*	Work Placement	1	8	7
H49T	35	HND Creative Industries: Television: Graded Unit 2	2	16	8
		<b>Total</b>	<b>15</b>	<b>120</b>	



*The shaded boxes show the mandatory Units that are common to the HNC Creative Industries: Television*

### Optional Units

Learners must choose 15 optional SQA credits (120 SCQF credit points) from the following. At least 3 SQA credits/24 SCQF credit points must be at SCQF level 8:

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DM14	35	Location Sound: Single Microphone Recording and Boom Operations	2	16	8
DM13	35	Location Sound: Complex Recording and Wireless Microphone Operations	2	16	8
H4A9	35	Lighting: A Single Camera Location	2	16	8
H4AA	35	Lighting: A Multi-camera	2	16	8

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
D7M3	34	Video Production 1: Planning and Production*	1	8	7
DE35	35	2D Digital Imaging and Animation	2	16	8
DE2N	35	3D Modelling and Animation	2	16	8
H4AB	35	Using a Single Camera in a Television Production Team	2	16	8
H4AC	35	Camera: Selection Mounts and Advanced Functions	2	16	8
F45R	35	Television Scripting: Factual Programmes	2	16	8
F45S	35	Television Scripting: Non- Factual Programmes	2	16	8
H4JB	35	Television Production Management: Factual Programmes	2	16	8
H4JC	35	Television Production Management: Non-Factual Programmes	2	16	8
F45N	35	Television Directing: Multi-Camera	2	16	8
DM26	35	Multi-Camera: Vision Mixing	1	8	8
DM25	34	Multi-Camera Production: Support Roles	1	8	7
F45L	35	Editing: Own Programme	2	16	8
D7XR	35	Video Production 2: Making a Video Programme	1	8	8
J2LC	35*	Critical Analysis of Texts	1	8	8
H4AD	34	Multi-Camera: Camera Techniques	1	8	7
DE2P	35	Advanced Bitmap Graphics for Creative Multimedia Design	2	16	8
DE2R	35	Advanced Vector Graphics for Creative Multimedia Design	2	16	8
DM2J	34	Television Planning and Production	1	8	7
H4JE	35	Television Directing: Factual Programmes	2	16	8
H4JF	35	Television Directing: Non-Factual Programmes	2	16	8
DR2X	35	Advanced Studio Techniques	3	24	8
DJ1Y	33	Audio for Multimedia: An Introduction	1	8	6
F7BX	34	Marketing: An Introduction	1	8	7
H4A0	34	Creative Industries: Preparing for the Workplace	1	8	7
H4JD	35	Editing to a Director's Brief	2	16	8
H4JA	34	Media Management: An Introduction	1	8	7
H6M5*	35	Audio Post Production for Video	2	16	8
H6M4*	35	Audio Post Production: Automated Dialogue Replacement and Foley for Video	2	16	8
D7LW*	34	Communication: Using Information Technology and Desk Top Publishing	1	8	7
H4JN*	34	Compositing and Motion Graphics	1	8	7
F1N1	35	Electronic News Gathering	1	8	8
F1TM	35	<b>OR</b> News Gathering	1	8	8
FF44	35*	Creative Industries: Enterprise Activity	1	8	8

\*Refer to History of Changes for revision changes.

### **3 Aims of the qualifications**

The HNC/HND in Television is a practice-based course that gives learners grounding in the key technical, organisational and creative aspects of the television production process, as well as knowledge of the realities of the television industry and the wider Creative Industries sector. A key aspect of the awards is fostering a positive attitude of team working and collaboration. Graduates of these courses will be prepared for further study or direct entry into work in the media industry.

#### **3.1 General aims of the qualifications**

- ◆ To develop the learner's knowledge and skills in planning, analysing and synthesising.
- ◆ To enable the integration of technological, production and creative skills.
- ◆ To develop employment skills and enhance learners' employment prospects.
- ◆ To enable progression within the Scottish Credit and Qualifications Framework.
- ◆ To develop study and research skills.
- ◆ To develop transferable skills including Core Skills.
- ◆ To provide academic stimulus and challenge, and foster an enjoyment of the subject.

#### **3.2 Specific aims of the qualifications**

##### **HNC Creative Industries: Television**

- 1 To prepare learners for employment in related television occupations at an appropriate level.
- 2 To develop knowledge and understanding of the roles and responsibilities involved in television production.
- 3 To develop a range of contemporary vocational skills relating to the production of television content.
- 4 To develop knowledge of the context, working practices (including relevant legislation, communication, team working and collaboration with others) and organisation of the Creative Industries.
- 5 To develop a range of core and transferable skills essential for the Creative Industries.
- 6 To prepare learners for progression to further study.

##### **HND Creative Industries: Television**

- 7 To prepare learners for employment in related television occupations at an appropriate level.
- 8 To develop a range of specialist technical and production skills relating to industry occupations, eg in sound, camera, editing etc.
- 9 To carry out roles and responsibilities involved in television production.

- 10 To develop extended experience in different styles of programme making.
- 11 To develop knowledge of self employment, business and management issues in the Creative Industries.
- 12 To further develop knowledge of the law in relation to the communications industry.
- 13 To prepare learners for progression to further study.

### **3.3 Graded Units**

The HNC *Graded Unit 1* is a project and is integrated with *Creative Content Generation*. It is concerned with the learner's performance in developing and delivering a video based project.

The HND Graded Unit 2 revolves around the learner's self-promotion strategy in seeking employment and/or commissioning opportunities in media production. The Unit has been updated to reflect the need for learners to develop an online presence in which to showcase their knowledge, skills and experience to those who may give them work.

## **4 Recommended entry to the qualifications**

Entry to these qualifications is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners could benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ Any relevant Group Award at Intermediate 2 or Higher.
- ◆ English and Communication at Higher level, plus one other relevant National Qualification at Higher level; in addition, at least three other Standard Grade passes at 3 or above, or equivalent.
- ◆ An SVQ at level 2 or 3 in a relevant area.
- ◆ Relevant National Units at appropriate levels (eg Core Skills Units at Intermediate 1 or 2) combined with any of the above.

Different combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may also be acceptable, as would suitable vendor qualifications at an appropriate level.

Learners with suitable work experience may be accepted for entry provided that the enrolling centre believes that the learner is likely to benefit from undertaking the award.

In view of the importance of communication and collaborative and team-working throughout the industry, centres may want to consider whether it would be beneficial for prospective learners to be interviewed and/or asked to pitch or give a presentation in connection with these skills.

## HND Creative Industries: Television

The entry to the HND programme would normally be successful completion of the 96 SCQF credit points (12 SQA Unit credits) of the HNC. If the 240 SCQF credit Point (30 SQA Unit credit) HND was delivered across two years with 120 SCQF credit points (15 SQA Unit credits) in each year the number of credits required to articulate would be at the discretion of the centre.

The table on Page 6 highlights the progression opportunities to and from the HNC/HND Creative Industries: Television.

### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry level	Associated assessment activities
Communication	5	Developing and delivering projects (Creative Content Generation, Graded Unit 1) Researching topics, characters and stories for possible television content (Content Development and Research)
Numeracy	5	Inverse Square Law (Lighting an Introduction) Calculating power draw (Lighting an Introduction) Properties of sound: frequency, wavelength and velocity (Sound Recording: An Introduction) Budgeting (Creative Content Generation)
Information and Communication Technology (ICT)	5	Researching the Creative Industries Sector (Creative Industries: An Introduction) Researching topics, characters and stories for possible television content (Content Development and Research)
Problem Solving	5	Developing and Delivering a project (Creative Content Generation, Graded Unit 1)
Working with Others	5	Developing and Delivering a project (Creative Content Generation, Graded Unit 1) working as part of a production team (various Units)

## **5 Additional benefits of the qualifications in meeting employer needs**

These qualifications were designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the Units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the Unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop their more generic skills, (known as Core Skills), by undertaking this qualification.

## 5.1 Mapping of qualification aims to Units (mandatory Units)

Unit title	Aims												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Creative Industries: An Introduction	✓	✓		✓	✓	✓							
Creative Content Generation	✓	✓	✓	✓	✓	✓							
Camera: An Introduction	✓	✓	✓	✓	✓	✓							
Lighting: An Introduction	✓	✓	✓	✓	✓	✓							
Sound Recording: An Introduction	✓	✓	✓	✓	✓	✓							
Editing An Introduction	✓	✓	✓	✓	✓	✓							
Production Skills: an Introduction	✓	✓	✓	✓	✓	✓						✓	
HNC Creative Industries: Television Graded Unit 1	✓	✓	✓	✓	✓	✓						✓	
Law and the Communication Industries							✓				✓	✓	✓
Content Development and Research							✓	✓	✓	✓	✓	✓	✓
Work Experience							✓	✓	✓	✓	✓	✓	✓
HND Creative Industries: Television Graded Unit 2							✓	✓	✓	✓	✓	✓	✓



## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Creative Skillset, the Sector Skills Council for the creative industry has developed a wide range of national Occupational Standards for all occupations across the Creative Industries. These standards define the skills, knowledge and experience required to work in the various sectors of the creative industries. With regard to the broadcasting and film sector, there are NOS in the following areas:

- ◆ Business Administration
- ◆ Production
- ◆ Pre and Post Production
- ◆ Technical

The NOS were considered in the review of the HN Units and the following table shows the relationship between the mandatory Units of the HNC/HND Creative Industries Television and the relevant NOS.

The HN Units provide underpinning knowledge and skills, however, they do not cover all aspects of the NOS.

Unit title	National Occupational Standard
Creative Industries: An Introduction	N/A
Creative Content Generation	P1 Contribute ideas for production P3 Prepare a budget for the production P5 Identify sources of information and present findings P7 Contribute to office based pre production P10 Control the overall planning of a production P11 Contribute to the drafting of scripts, cues, links or written content P13 Clear copyright materials P14 Identify and negotiate copyright issues P23 Brief and manage contributors and performers prior to filming P34 Brief contributors during shooting P48 Plan and schedule post-production activities X5 Recommend and co-ordinate resource and task requirements to meet production needs

<b>Unit title</b>	<b>National Occupational Standard</b>
Camera: An Introduction	C4 Obtain, prepare and return camera equipment C8 Rig camera and accessories onto a fixed mounting C21 Expose and colour correct the camera image C28 Position and move the camera to frame and compose the image CCL5 Set up shots for camera
Lighting: An Introduction	L6 Identify and select the lighting requirements for film & television productions operations L7 Lighting for a single camera L11 Set lighting to meet the desired effect C22 Expose the image for portable single camera shoots with lights
Sound Recording: An Introduction	S5 Rig sound equipment S11 Acquire sound using a microphone S16 Make sound recordings S17 Record sound on location
Editing An Introduction	PP16 Manage media in post production PP17 Ingest material for post production PP20 Edit the narrative PP21 Control technical quality in post production S20 Edit sound E5 Capture pictures and sound for non linear editing E13 Assemble pictures and sound to specification E14 Produce first cuts
Production Skills: an Introduction	P7 Contribute to office based pre production P13 Clear copyright materials P14 Identify and negotiate copyright issues P16 Assist in managing the resources for a production P18 Co-ordinate activities to support production P21 Co-ordinate production crew, performers and contributors at Unit base P30 Research and assess locations P31 Prepare and confirm use of locations P35 Co-ordinate Production Paperwork

<b>Unit title</b>	<b>National Occupational Standard</b>
HNC Creative Industries: Television Graded Unit 1	P10 Control the overall planning of a production X5 Recommend and co-ordinate resource and task requirements to meet production needs
Law and the Communication Industries	P14 Identify and negotiate copyright issues LC1 Comply with the law in broadcasting LC4 Comply with the law on defamation LC7 Comply with the law on copyright and other intellectual property rights
Content Development and Research	P1 Contribute ideas for production P5 Identify sources of information and present findings P7 Contribute to office based pre production P20 Identify and recommend contributors
Work Experience	X1 Contribute to good working relationships X2 ensure your own actions reduce risks to health and safety
HND Creative Industries: Television Graded Unit 2	P13 Clear copyright materials P14 Identify and negotiate copyright issues F1 Manage and market yourself as a freelancer

### 5.3 Mapping of Core Skills development opportunities across the mandatory Units

The Unit specifications highlight opportunities for developing Core Skills. A mapping of these opportunities is also provided for the mandatory Units in the table below. Partnership and team working are seen as vital to the delivery and assessment of the qualification and are likely to be an important aspect of the teaching, learning and assessment.

Unit code	Unit title	Communication		Numeracy		ICT		Problem Solving			Working with Others	
		Written	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/ Creating information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H4A1 34	Creative Industries: An Introduction	✓	✓			✓	✓	✓	✓	✓		
H4A2 34	Creative Content Generation	✓	✓			✓	✓	✓	✓	✓	✓	
H4A3 34	Camera: An Introduction	✓	✓	✓				✓	✓		✓	
H4A4 34	Lighting: An Introduction	✓	✓	✓	✓			✓	✓			
H4A5 34	Sound Recording: An Introduction	✓	✓					✓	✓			
H4A6 34	Editing An Introduction					✓	✓	✓	✓	✓		
H4A7 34	Production Skills: an Introduction	✓	✓				✓	✓	✓		✓	
H49S 34	HNC Creative Industries: Television Graded Unit 1	✓	✓			✓	✓	✓	✓	✓	✓	✓
DH8K 35	Law and the Communication Industries	✓	✓			✓		✓				
H4A8 35	Content Development and Research	✓	✓			✓		✓	✓		✓	
HJ4W34	Work Placement	✓	✓					E	E	E	✓	✓
H49T 35	HND Creative Industries: Television Graded Unit 2	✓	✓			✓	✓	✓	✓	✓	✓	✓

The ✓ indicates opportunities for developing Core Skills.

The 'E' shows an embedded Core Skill which means learners who achieve the Unit will automatically have their Core Skills profile updated on their certificate.

## 5.4 Assessment strategy for the qualification(s)

A mapping of the main assessment methods that learners are likely to encounter has been produced for the mandatory Units — please see table below. Centres are encouraged to innovate and to integrate assessment within and across Units where possible.

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Creative Industries: An Introduction	Open-book Written/oral evidence	Open-book Written/oral evidence	Open-book Written/oral evidence.
Creative Content Generation	Open-book Project	Open-book Project	Open-book Project
Camera: An Introduction	Open-book Written/oral evidence	Open-book Practical assignment	Open-book Practical assignment
Lighting: An Introduction	Open-book Written/oral evidence	Open-book Practical assignment	Open-book Practical assignment
Sound Recording: An Introduction	Open-book Written/oral evidence	Open-book Practical assignment	Open-book Practical assignment
Editing: An Introduction	Open-book Practical assignment	Open-book Practical assignment	Open-book Practical assignment
Production Skills: an Introduction	Holistic assessment across all three Outcomes Open-book Production File for a project		
HNC Creative Industries: Television Graded Unit 1	Holistic assessment across all three stages. Integrated with Creative Content Generation Open-book Project		
Law and the Communication Industries	Open-book supervised conditions Written/oral responses to questions on case study material	Open-book supervised conditions Written/oral responses to questions on case study material	Open-book supervised conditions Written/oral responses to questions on case study material

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Content Development and Research	Open-book Portfolio of research information and production documentation		
Work Experience	Open-book Portfolio including CV	Open-book Portfolio including personal log and report	Open-book Portfolio including updated CV, and evaluation report
HND Creative Industries: Television Graded Unit 2	Open-book Research report and action plan	Open-book Portfolio including showreel	Open-book Evaluation report

## 6 Guidance on approaches to delivery and assessment

The HNC/HND in Television is designed for learners who want to gain work in broadcast media and/or professional video production. The qualifications equip learners with a range of practical production skills combined with knowledge of the media industry, current production processes and the personal qualities required to secure work in this field.

In the HND, learners can develop more in depth knowledge of practical, creative and production skills while also gaining work experience and learning more about relevant legal issues and the business in the communications industries.

An assessment matrix showing the method of assessment for each mandatory Unit is provided at Appendix 4.

On completing the qualifications, learners can enter paid employment, operate as freelancers in a range of production environments, or progress to higher education degree programmes.

### 6.1 Sequencing/integration of Units

#### HNC

The HNC Creative Industries: Television consists mainly of mandatory Units. The main technical aspects of practical production — Camera, Lighting, Sound and Editing — are covered in single credit introductory Units. It is suggested that these Units be taught in the first block/semester of the academic year, as they form the building blocks of knowledge that can be applied in practical project work later in the year. Where possible, practical assessment should be based around small projects — for example, the shot sequence for *Camera: An Introduction* should be based on a clear project brief.

For *Editing: An Introduction*, it is suggested that the centre supplies learners with material to log, ingest and cut for the practical Outcomes 1 and 2. This helps to ensure standardisation in assessment and enables learners to develop technical and creative skills working with material which the assessor knows can be edited together successfully.

*Creative Industries: An Introduction* is designed to give learners a general understanding of the Creative Industries sector, and then to focus on specific areas of interest. Since the knowledge derived from this Unit is likely to prove useful when learners undertake other Units, delivery of *the Unit* early in the HNC is recommended.

*Creative Content Generation* and *Graded Unit 1* are designed to be integrated in terms of teaching and assessment. Learners undertaking one practical television project can be assessed in both Units. Given that the Graded Unit requires an understanding of the fundamentals of the whole television production process, these Units should be delivered towards the end of the HNC year.

It is possible to integrate the learning Outcomes of the mandatory Unit *Production Skills: an Introduction* with both *Creative Content Generation* and *Graded Unit 1*. In planning, developing and delivering a video based project, learners are able to generate the necessary evidence to achieve all three Units.

There are (two or three) optional Units in the HNC *Creative Industries: Television* framework. The more these can be tied to project based work, the more the learner's work is likely to resemble industry practice.

## HND

The HND year is more flexible, with fewer mandatory Units. There are some clear recommendations for timing of assessment. *Television: Graded Unit 2* is concerned with the learner's strategy for self promotion in seeking employment and income generating opportunities. Central to this is a showreel highlighting the learner's best practical work. It is therefore important that this Unit is delivered in the final block/semester of the HND, giving the learner the opportunity to develop the relevant skills and generate the work necessary for an effective showreel.

If possible, *Work Experience* should run throughout the academic year. Work placements are most effective for both the learner and the provider if they occur at a time relevant to the company offering the placement, and therefore the centre should be flexible in allowing the learner to take advantage of work experience opportunities.

Where possible, linking Units to project work simulates the realities of the professional production process much more than discrete assessment. As an example, centres offering the optional *Directing and Production Management* Units can base them around the same project brief, with learners working on the same film being assessed on different Units.

The second year of the HND programme is also where centres, and learners, can choose to focus on developing particular specialist skills to a greater depth. This could mean the craft areas of Camera, Lighting, Sound and Editing, but equally the focus could be on Directing, Production Management or Scriptwriting. As outlined above, it is recommended that the specialist skills developed in the HND be applied in project work, as the best way of resembling industry practice and the most effective way for learners to showcase these skills.



## 6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of Units and assessments:

- ◆ HN Graded Units
- ◆ Course and/or external assessments
- ◆ Other integrative assessment Units (which may or not be graded)
- ◆ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the Unit
- ◆ Where there is an existing requirement for a licence to practice
- ◆ Where there are specific health and safety requirements
- ◆ Where there are regulatory, professional or other statutory requirements
- ◆ Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk)

The following sub-sections outline how existing SQA Unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

## 6.3 Articulation and/or progression

As outlined earlier, there are opportunities to articulate from the HND into the third year of a number of Scottish degree programmes, including:

BA Broadcast Production, University of the West of Scotland  
BA Film making and Screenwriting, University of the West of Scotland  
BA Television, Edinburgh Napier University

The award is not designed specifically to articulate to these programmes, but there are a number of formal articulation agreements between colleges and these universities in place.

In addition, some colleges have informal agreements with individual higher education institutions which may facilitate articulation for suitable learners on an individual case-by-case basis, for example, the Royal Conservatoire of Scotland.

## **6.4 Credit transfer**

For existing learners undertaking the HNC/HND Creative Industries: Television (the following credit transfer guidance is provided:

Learners may be given credit transfer between the existing HN Units and the revised HN Units where there is broad equivalence between the subject related content of the existing and revised Unit (or combination of Units). Learners who are given credit transfer between current Units and the new HN Units must still satisfy all other conditions of the award.

The following table highlights the Units that have been revised as part of this review.

Title Old Unit	Mandatory or Optional	Credit Value	Title New Unit	Credit Value	Credit transfer conditions
Creative Industries: An Introduction (DM0V 34)	M	1	Creative Industries: An Introduction (H4A1 34)	1	Full transfer
Creative Project (DM0W 34)	M	2	Creative Content Generation (H4A2 34)	2	Full transfer
Camera: An Introduction (DM22 34)	M	1	Camera: An Introduction (H4A3 34)	1	Full transfer
Lighting: An Introduction (DM11 34)	M	1	Lighting: An Introduction (H4A4 34)	1	Full transfer
Sound Recording: An Introduction (DM28 34)	M	1	Sound Recording: An Introduction (H4A5 34)	1	Full transfer
Editing: An Introduction (F45K 34)	M	1	Editing: An Introduction (H4A6 34)	1	Full transfer
Production Skills Assistant: Location (F45M 34)	M	1	Production Skills: An Introduction (H4A7 34)	1	Full transfer
Television Research (F45P 35)	M (HND)	2	Content Development and Research (H4A8 35)	2	Full transfer
Lighting: Single Camera Location (DM12 35)	O	2	Lighting: A Single Camera Location (H4A9 35)	2	Full transfer
Lighting: Multi-camera (DM24 35)	O	2	Lighting: Multi-camera (H4AA 35)	2	Full transfer
Using a Single Camera in a Television Production Team (DM2K 35)	O	2	Using a Single Camera in a Television Production Team (H4AB 35)	2	Full transfer
Camera: Selection Mounts and Advanced Functions (DM23 35)	O	2	Camera: Selection Mounts and Advanced Functions (H4AC 35)	2	Full transfer
Television Production Management: Factual Programmes (DM2C 35)	O	2	Television Production Management: Factual Programmes (H4JB 35)	2	Full transfer
Television Production Management: Non Factual Programmes (DM2D 35)	O	2	Television Production Management: Non-Factual Programmes (H4JC 35)	2	Full transfer

Title Old Unit	Mandatory or Optional	Credit Value	Title New Unit	Credit Value	Credit transfer conditions
Editing to a Director's Brief (DM10 35)	O	2	Editing to a Director's Brief (H4JD 35)	2	Full transfer
Multi-Camera: Camera Techniques (DM15 34)	O	1	Multi-Camera: Camera Techniques (H4AD 34)	1	Full transfer
Television Directing: Factual Programmes (DM29 35)	O	2	Television Directing: Factual Programmes (H4JE 35)	2	Full transfer
Television Directing: Non-Factual Programmes (DM2A 35)	O	2	Television Directing: Non-Factual Programmes (H4JF 35)	2	Full transfer

## 6.5 Opportunities for e-assessment

The choice of delivery methods for the Units making up the qualifications is particularly important as the Units lend themselves to learning and teaching approaches which make it possible for learners to document and present suitable assessment evidence as they work through the Units. Learners could, for example, be encouraged to create an e-portfolio, write a blog or maintain a learning journal. They could, as an integral part of the learning and teaching process, be given guidance on how to structure and organise their material so that it is in a form that can easily be presented for assessment purposes.

Hence, in devising suitable delivery methods, it may be helpful to bear in mind that evidence for assessment can be generated in many different ways, including:

Use of E-portfolios: embed or link media rich work such as audio, video, image; encourage peer review and feedback conversations; open online platform debate and discussion; learning journals; project documentation; research diaries and reading logs; reflection.

Use of blogs: embed or link media rich work such as audio, video, photographs, project documentation, learning journals, research diaries, online presentation.

Use of VLE's as collaborative assignment hubs, eg documentation of project research; events; work experience; forums.

Use of Social media as interactive assignment hubs, eg documentation of project, research diary; events; work experience; forums.

Methods such as those above link learning and teaching methods directly with the generation of formative and summative assessment evidence so that they become part and parcel of the same thing. The categories are not mutually exclusive, eg social media can be used as a hub for peer review.

As noted above, e-assessment may be particularly appropriate for these Group Awards. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as the use of e-portfolios or social network sites. 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. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*.

## 6.6 Resource requirements

Centres seeking to offer the HNC/HND Television qualification must recognise that practical television production is a resource-intensive activity, and that there must be adequate provision of acquisition equipment such as cameras, tripods, lighting, microphones, audio mixers etc. at an appropriate quality threshold in order for learners to learn practical production techniques effectively. The ratio of kit to learners must be sufficient for learners to gain ample hands-on experience with production equipment.

In a similar way, centres must ensure access to editing equipment and software at an appropriate quality level for learners to gain relevant knowledge of post production techniques.

Links to the media production industry are very desirable to ensure that centres are up to date with current working practices, technological developments and production trends and are therefore able to deliver relevant tuition to learners.

Creative Skillset accreditation is a useful way of centres proving they have the resources sought by industry. Creative Skillset is the industry body which supports skills and training for people and businesses to ensure that creative industries in the UK achieve and maintain their world class position. It works with industry to accredit practice-based courses that most effectively provide learners with the skills and knowledge required by employers in the Creative Industries. These courses are judged against a set of criteria which are a useful benchmark of requirements needed to meet industry standards. They can be found on the Creative Skillset website <http://www.creativeskillset.org>. There are four key areas of assessment:

- (a) Employer engagement and industry involvement in the training
- (b) Quality of delivery
- (c) Progression routes to and from the programme
- (d) Recognition by other external bodies as being of high quality.

## **7 General information for centres**

### **Equality and inclusion**

The Unit Specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice is online at [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### **Internal and external verification**

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* ([www.sqa.org.uk/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** This means that the assessment evidence for the Unit also includes full evidence for complete Core Skills or Core Skill components. A learner successfully completing the Unit will be automatically certificated for the Core Skill. (This depends on the Unit's having been successfully audited and validated for Core Skills certification.)

**Graded Unit:** Graded Units assess learners' ability to integrate what they have learned while undertaking the Units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

**SQA Credit Value:** The credit value allocated to a Unit gives an indication of the contribution the Unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA Unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and Graded Units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Signposted Core Skills:** This refers to sections of the Units which highlight possible opportunities to develop Core Skills where they arise in learning and teaching the Unit. They offer opportunities to develop or enhance learners' existing Core Skills (or elements) but are not automatically certificated.





## 9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The HNC/HND Creative Industries: Television is a practical course that takes you through all key aspects of television production.

You will explore the history and development of the Creative Industries sector, as well as their cultural significance and economic value to the UK economy. You will also learn about the development of the television industry and the impact that legislation, innovation, new technologies and the global market have recently had on it. As a result of your studies you will also develop an awareness of future developments in and support for television and the creative industries.

You will learn about camera, lighting, editing and sound, as well as how to manage media workflow. Along with these craft skills, you will also learn the work processes involved in television, and how to research, develop and manage productions.

You will learn about television by working with others to create video content. You will also study the Creative Industries and the important legal issues associated with the media industry.

On completion of the course, you will understand both how television programmes are created and how the media industry operates in this country. Graduates of the Television HND can progress straight to relevant industry work. The types of posts that would be relevant to HND Creative Industries: Television graduates include:

- ◆ Office Runner
- ◆ Production Runner
- ◆ Logger
- ◆ Edit Assistant/Junior Editor
- ◆ Junior Researcher
- ◆ Camera Assistant/Camera Operator
- ◆ Production Co-ordinator

Alternatively, you may wish to progress to a university degree programme. There are a number of degree programmes in Television, Film or related subjects to which you could articulate, for example, BA in Television, BA Film Making and Screen Writing, BA Broadcast Production.

Assessment is mainly based around practical projects and the creation of content.

Before starting the course you should be able to demonstrate some practical communication skills and a keen interest in television.