Group Award Specification for:

National Certificate (NC) in Creative Industries at SCQF level 6

Group Award Code: GL44 46

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Contents

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

In June 2012 SQA introduced the National Certificate (NC) in Creative Industries at SCQF level 5. Building on the successful Creative Industries Skills for Work Course and expanding the optional section of the framework to include Units from a wide range of Creative Industries subject areas, the award at SCQF level 5 allows a progressive and flexible qualification. Mainly targeted at school-leavers, it has particular appeal as an entry-level qualification that can lead to more specialist Creative Industries programmes of study at SCQF level 6.

In the autumn of 2014, discussions started to take place between colleagues in the Creative Industries college sector, industry representatives and employers, mainly micro-businesses and small and medium-sized enterprises (SMEs), regarding the work characteristics and desirable qualities of new entrants to the creative sector. These discussions identified a gap between the NC in Creative Industries at SCQF level 5 and the specialist Higher National Certificate (HNC) at SCQF level 7 and Higher National Diploma (HND) SCQF level 8 awards. Learners who complete the NC in Creative Industries at SCQF level 5 would benefit from being able to progress to a level 6 Creative Industries programme of study that allowed consolidation of existing skills and provide further opportunities for knowledge and skills acquisition that would enable successful students to progress to the specialist level 7 and 8 HN awards. The new NC at SCQF level 6 would also allow school-leavers and returners to education an opportunity to explore and develop Creative Industries skills before deciding on a specialist HN course.

'The balance of jobs in the Creative Economy is moving to a more highly skilled workforce.' (DCMS, 2015) The structure of the NC at SCQF level 6 recognises the changing nature of the creative industries workforce where the ability to secure work and progress requires a variety of specific and transferable skills as well as an ability to adapt to the diverse range of roles/tasks.

The NC at SCQF level 6 will facilitate inter-disciplinary ways of thinking, problem solving, exploring creativity, developing confidence, working collaboratively as well as enabling learners to work on their own. They will acquire subject specific knowledge in one or more of the creative industries combined with transferable skills in project management, entrepreneurship, information technology, collaboration, evaluation, presentation and more. Learners and delivering centres will be encouraged to focus on the positive impact of broader socio-economic wellbeing as well as providing viable routes to employment.

Throughout this document reference will be made to the terms employer and employment. These terms should be considered in their widest sense and should extend to the ability of an individual or teams to recognise an opportunity and to capitalise on said opportunity, whether this is self-generated or in response to the demands of a third party.

Defining the Creative Industries and the Creative Economy

The National Endowment for Science Technology and the Arts (NESTA) defines a Creative Occupation as 'a role within the creative process that brings cognitive skills to bear to bring about differentiation to yield either novel, or significantly enhanced products whose final form is not fully specified in advance' (Bakhshi, Freeman, & Higgs).

The Department for Culture Media and Sport (DCMS) defines the Creative Industries as 'those industries which have their origin in individual creativity, skill and talent and which have a potential for wealth and job creation through the generation and exploitation of intellectual property'.

The DCMS identifies the Creative Industries Groups as follows; Advertising and Marketing, Architecture, Crafts, Design: Product, Graphic and Fashion Design, Film, TV, Video, Radio, Photography, IT, Software and Computer Services, Publishing, Museums, Galleries and Libraries, Music, Performing Arts and Visual Arts.

The DCMS has extended the classifications to include the roles and businesses where a high degree of 'creative intensity' is displayed. In recognising the specialist nature of the creative workforce, the definition and statistics are extended to industries and roles previously not defined as being creative but now included in the classification 'Creative Economy'. By including occupations involving a high degree of creativity the effect is to increase the proportion of the UK workforce now classified as working in creative industries. For an illustration of the size of the creative economy in 2014 see Figure 1, Jobs in Creative Economy (DCMS, 2015).

This follows on from the work of Bakshi *et al* in identifying that 'a defining feature of the creative industries is its workforce' (Bakhshi, Freeman, & Higgs). There is growing recognition by business and government that creative individuals add significant value to the success of a wide range of socio-economic agendas.

Jobs in the Creative Economy, 2014

A + B = Creative Industries (1.8m)
B + C = Creative Occupations (1.9m)
A + B + C = Creative Economy (2.8m)
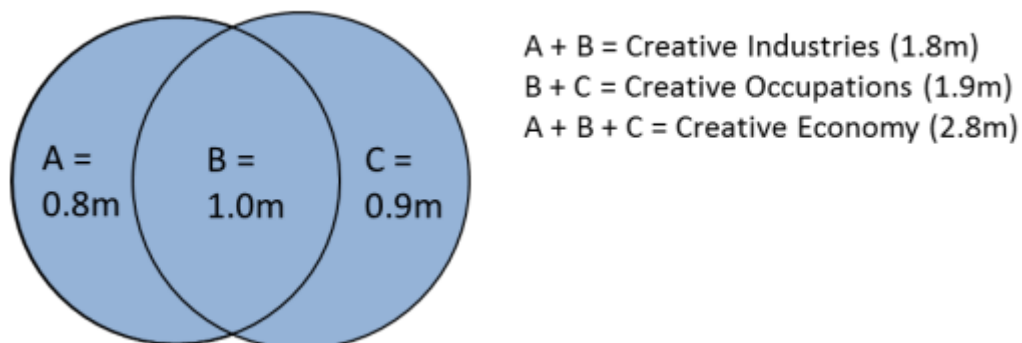
A = 0.8m
B = 1.0m
C = 0.9m

Figure 1

1.2　Title of the Qualification

The title of the qualification has been chosen to reflect the competences of the Group Award and to provide consistency with other awards at other levels, eg the National Progression Awards (NPAs) at SCQF level 4 and SCQF level 5 including Creative Industries, Photography, Computer Arts and Animation, Art and Design: Digital Media. In addition, Skills for Work: Creative Digital Media at SCQF level 4, Skills for Work: Creative Industries at SCQF level 5 and the NC Group Awards at SCQF level 5, such as NC in Computing with Digital Media, NC in Creative Industries. With a small mandatory section combined with a broad range of subjects in the optional section that broadly reflects the DCMS Creative Industries definition the NC provides a great deal of flexibility for centres to choose from this diverse range of subjects. This is seen as an excellent opportunity for interdisciplinary approaches to learning and teaching.

1.3　Target Groups

For those who have little experience of formal academic learning of creative industries subjects, this new award will provide a flexible route into the Creative Industries at SCQF level 6. It is aimed at school leavers, progressing college students, adult returners (some who may be seeking a change of career) and learners who wish to develop an existing creative talent or skillset. The NC at SCQF level 6 also reflects the structure of the existing NC at SCQF level 5, providing clear progression and ensuring that the alignment with industry, employability and entrepreneurial skills are maintained. It also provides a solid foundation prior to undertaking a related HNC or HND.

1.4　Employment Opportunities

As with the STEM agenda which promotes equal access to subjects and careers, studying and developing skills for the creative economy provides opportunities for all to create a gender balanced workforce that thrives on diversity and creative talent. Including arts and cultural subjects and career paths has created the STEAM agenda both of which are gathering momentum in Scotland. Many careers in the creative industries and the wider creative economy are highly skilled, use advanced technology and provide challenges and rewards in quick succession.

Economic statistics for 2014 show that Creative Industries account for 5.2% of the UK Economy and with a Gross Value Added (GVA) of £84.1 billion they are growing at nearly twice the rate of the whole of the UK. Creative Industries have been out-performing all other sectors of the UK workforce and accounts for just under 2 million jobs. In the newly defined wider Creative Economy the figure increases to 2.8 million jobs and GVA to £133.3bn or 8.2% of the UK economy. (DCMS, 2016) This indicates a strong and growing demand for suitably developed individuals who can readily display confidence in creative approaches to problem solving, collaborative working and production processes.

For employees in the Scottish Creative Industries, the 2015 median weekly wage is £529, £42 more than the average wage. Turnover in Scotland's Creative Industries continues to grow, up 4.6% in 2013 to £5.8bn. In 2014, the Creative Industries employed 71,800 people - a 4.7% increase on 2013 and a 12% increase since 2011. The Creative Industries is many times larger than Life Sciences, employs more than the energy sector, and is on a par with sustainable tourism in terms of GVA. (Office of the Chief Economic Adviser, Scottish Government, 2016)

The broad structure of the new National Certificate is designed to provide learners with opportunities to develop creative and technical skills relevant for employment within the creative industries including in media, digital media, computer games development, music, drama/theatre, writing, visual communication, and languages. This award broadly reflects the four Themes of Skills Development Scotland's Action Plan for 'developing a talent pool to support the growth of the Scottish Creative Sector.' (Skills Development Scotland, 2015)

1.5   Progression

Learners who achieve this award should be able to progress onto related Higher National programmes, eg Art and Design, Creative Industries, Performing Arts, Computing and Digital Media. Learners may also find routes into employment in a creative occupation, at a junior level or self-employment in a creative area, and then subsequently be able to undertake further Creative Industries qualifications, for example a Modern Apprenticeship.

Below is a table of sector-related qualifications with potential routes into and out of the qualification.

SCQF level	NQ	HNC/HND/PDA	SVQs
10	Honours Degree at SCQF level 10, eg BA(Hons) Animation, Film and TV, Media production, Broadcast Production, Computer Games and BSc (Hons) Audio Engineering, Computer Games Application Development, Computer Games Technology, Games Development		
9	Ordinary Degree at SCQF level 9, eg Creative Industries, Creative Arts, Graphic Design, Media Production, Broadcast Production, Animation, Computer Games		
		PDA SCQF9 Advanced Graphic Design PDA SCQF9 Advanced Illustration and Animation PDA SCQF9 Advanced New Media and Animation PDA SCQF9 Professional Photography	
8		HND 3D Computer Animation HND 3D Design HND Acting and Performance HND Advertising and Public Relations HND Art and Design HND Art Glass Production HND Audio Visual Technology HND Community Arts HND Computer Arts and Design HND Computer Games Development HND Computing: Networking HND Computing: Software Development HND Computing: Technical Support	

SCQF level	NQ	HNC/HND/PDA	SVQs
8 (cont)		HND Contemporary Art Practice HND Contemporary Dance Performance HND Creative Industries: Media and Communication HND Creative Industries: Radio HND Creative Industries: Television HND Dance Artists HND Digital Media for Design and Print HND Fashion Design and Manufacture HND Fashion Technology and Manufacture with Design HND Fashion: Design and Production with Retail HND Filmcraft and Animation HND Information Technology HND Interactive Media HND Jewellery HND Marketing HND Music HND Music Business HND Musical Theatre HND Photography HND Practical Journalism HND Printing HND Printing HND Radio HND Sound Production HND Technical Theatre and Production Arts HND Visual Communication	

SCQF level	NQ	HNC/HND/PDA	SVQs
7		PDA SCQF7 Web Development	
		PDA SCQF7 Web Technologies: Fundamental	
		PDA SCQF7 Website Design	
		PDA SCQF7 Digital Imaging	
		HNC 3D Computer Animation	
		HNC 3D Design	
		HNC Acting and Performance	
		HNC Advertising and Public Relations	
		HNC Art and Design	
		HNC Art Glass Production	
		HNC Audio Visual Technology	
		HNC Community Arts	
		HNC Computer Arts and Design	
		HNC Computer Games Development	
		HNC Computing	
		HNC Contemporary Art Practice	
		HNC Contemporary Dance Performance	
		HNC Creative Industries: Media and Communication	
		HNC Creative Industries: Professional Writing Skills	
		HNC Creative Industries: Radio	
		HNC Creative Industries: Television	
		HNC Creative Printmaking	
		HNC Digital Media for Design and Print	
		HNC Fashion Design and Manufacture	
		HNC Fashion Technology and Manufacture with Design	
		HNC Fashion: Design and Production with Retail	

SCQF level	NQ	HNC/HND/PDA	SVQs
7 (cont)		HNC Filmcraft and Animation HNC Information Technology HNC Interactive Media HNC Jewellery HNC Media Analysis and Production HNC Music HNC Music Business HNC Musical Theatre HNC Photography HNC Practical Journalism HNC Printing HNC Radio HNC Sign Design and Graphics HNC Sound Production HNC Technical Theatre HNC Visual Communication	
6	PDA SCQF6 Print: Administration 1 PDA SCQF6 Print: Administration 2 PDA SCQF6 Print: Digital Artwork PDA SCQF6 Print: Digital Printing PDA SCQF6 Print: Finishing 1 PDA SCQF6 Print: Finishing 2 NPA Art and Design: Digital Media NC Creative Industries NC Music NC Sound Production		

SCQF level	NQ	HNC/HND/PDA	SVQs
6 (cont)	NC Stringed Musical Instrument Making and Repair		
	NC Art and Design		
	NC Dance		
	NC Technical Theatre		
	NC Acting and Theatre Performance		
5	NC Creative Industries		
	NC Computer Arts and Animation		
	NC Computing with Digital Media		
	NC Computing: Technical Support		
	NC Mobile Technology		
	NC Music		
	NC Stringed Musical Instrument Making and Repair		
	NPA Art and Design: Digital Media		
	NPA Computer Games Development		
	NPA Computer Networks and Systems		
	NPA Computers and Digital Photography		
	NPA Contemporary Gaelic Song-writing and Production		
	NPA Dance		
	NPA Digital Media Animation		
	NPA Digital Media Editing		
	NPA Digital Passport		
	NPA Digital Production Skills		
	NPA Enterprise and Employability		
	NPA Jewellery: Basic Techniques 1		

SCQF level	NQ	HNC/HND/PDA	SVQs
5 (cont)	NPA Jewellery: Basic Techniques 2 NPA Mobile Technology NPA Painting NPA Painting NPA Photography NPA Radio Broadcasting NPA Scottish Bagpipes NPA Scottish Pipe Band Drumming NPA Television Production NPA Web Design Fundamentals NPA Website Enterprise		
4	NPA Computer Games Development NPA Creative Industries NPA Dance NPA Digital Media Basics NPA Digital Passport NPA Enterprise and Employability NPA Mobile Technology NPA Photography NPA Science and Technology NPA Scottish Bagpipes NPA Scottish Pipe Band Drumming NPA Social Software NPA Software Development NC Computing with Digital Media		

2　Qualification structure

This Group Award is made up of 12 SQA Credits. It comprises 72 SCQF Credit Points. The mandatory section contains 3 double-credit Units at SCQF level 6 (36 SCQF Points at level 6). The optional section contains all other Units and learners require to achieve a further 6 credits to gain the Group Award.

Learners will be awarded the NC in Creative Industries at SCQF level 6 on completion of all three mandatory Units and 6 credits from the Optional Section.

These 6 credits can be achieved from the very broad range of Units available but the following conditions apply:

♦　A maximum of 3 credits from Units at SCQF level 5
♦　A maximum of 1 credit at SCQF level 7
♦　If a Unit is hierarchical then the Group Award will not count both Units. For example Dance: Technical Skills, if the learner is entered for both National 5 and Higher, only H22R 76 (Higher) will contribute towards the certification of the Group Award
♦　Only 1 Unit from the suite of the Language for Work Purposes Units will contribute towards certification of the Group Award

Added value is possible by learners achieving Units that constitute a separate National Progression Award (NPA).

A mapping of Core Skills development opportunities is available in Section 5.3.

2.1 Structure

Mandatory Section (6 SQA credits)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HE0E	46	Creative Industries: Understanding a Creative Brief	2	12	6
HE0F	46	Creative Industries: Working with a Creative Brief	2	12	6
HE0G	46	Creative Industries: Presenting a Creative Product	2	12	6

Optional Section (6 SQA credits)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Acting and Theatre, Drama and Musical Theatre Units					
F692	12	Acting Styles and Practitioners: An Introduction	1	6	6
F5L0	12	Acting through Song	1	6	6
*J28T	76	Drama Skills	1.5	9	12
F5KY	12	Drama: Acting Skills	2	12	6
F5L1	12	Drama: Movement Skills	2	12	6
*J28Y	76	Drama: Production Skills	1.5	9	6
F5L2	12	Drama: Providing Theatre Wardrobe Services	1	9	6
F5LB	12	Drama: Theatre Skills in Performance	2	12	6
F5LF	12	Drama: Voice Skills	2	12	6
F5TG	12	Performing Arts Industry: An Introduction	1	6	6
D658	11	Preparation for Audition	0.5	3	5
D658	12	Preparation for Audition	1	6	6
F5L4	12	Professional Theatre in Context	1	6	6
F5L5	12	Technical Theatre in Context	1	6	6
F5L6	12	Technical Theatre Production Operations	1	6	6
F5L7	12	Technical Theatre Workshop Skills	2	12	6
F691	12	Theatre History: An Introduction to Theory and Practice	1	6	6
F5LA	12	Theatre Performance	2	12	6
F5L8	12	Theatre Performers: Group Singing Skills	1	6	6
F693	12	Theatre Stage Lighting Operations	1	6	6
F695	12	Theatre Stage Management in Practice	1	6	6
F5LC	12	Theatre Stage Management Operations	2	12	6
F699	12	Theatre Stage Model Set Construction	1	6	6
F698	12	Theatre Stage Set Construction	1	6	6
F694	12	Theatre Stage Sound Operations	1	6	6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F697	12	Theatrical Design	1	6	6
F5LD	12	Theatrical Make-up	1	6	6
F5LE	12	Theatrical Prop Making	1	6	6
F5LG	12	Writing Dramatic Text: An Introduction	1	6	6
Art and Design and Graphic Design Units					
F9VR	11	Art and Design: 2D — Design for Print	1	6	5
F9VF	11	Art and Design: 3D — Basic Construction Skills	1	6	5
F9WM	12	Art and Design: 3D Design — Spatial Design	1	6	6
F5CC	12	Art and Design: 3D Skills Development	2	12	6
F5CD	12	Art and Design: Analytical Drawing	1	6	6
F5C6	12	Art and Design: Animation Project	1	6	6
F5BT	11	Art and Design: Animation Skills	1	6	5
F9W8	12	Art and Design: Ceramics - Hand-Built Forms	2	12	6
F5CE	12	Art and Design: Colour	1	6	6
F5CF	12	Art and Design: Contextual Studies	1	6	6
F5CA	12	Art and Design: Corporate Identity	1	6	6
F9XC	12	Art and Design: Creative 2D Composition	1	6	6
F9X9	12	Art and Design: Creative 3D Art-Form	1	6	6
F5C5	12	Art and Design: Creative Textile Development	1	6	6
*J1YC	75	Art and Design: Design Activity	1.5	9	5
*J223	76	Art and Design: Design Activity	1.5	9	6
F5CG	12	Art and Design: Developmental Drawing	1	6	6
F5CH	12	Art and Design: Digital Media	1	6	6
F5BR	11	Art and Design: Digital Video Skills	1	6	5
F9X1	12	Art and Design: Drawing Skills — Analytical Drawing	1	6	6
F9X2	11	Art and Design: Drawing Skills — Figure/Life Drawing 1	1	6	5
F9WG	12	Art and Design: Drawing Skills — Figure/Life Drawing 3	1	6	6
F5CJ	12	Art and Design: Exploratory Media Handling	1	6	6
*J1YA	75	Art and Design: Expressive Activity	1.5	9	5
*J222	76	Art and Design: Expressive Activity	1.5	9	6
F5CL	12	Art and Design: Expressive Drawing	1	6	6
F9WK	12	Art and Design: Graphic Design — Advertising	1	6	6
F9WJ	12	Art and Design: Graphic Design — Children's Book Illustration	1	6	6
F9VT	12	Art and Design: Graphic Design — Corporate Identity 2	2	12	6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F9X3	12	Art and Design: Graphic Illustration —- General	2	12	6
F9VW	12	Art and Design: Graphics — Book Design	2	12	6
F9VX	12	Art and Design: Graphics — Label and Packaging Design	2	12	6
F9VY	12	Art and Design: Graphics — Magazine Design	2	12	6
F9VV	12	Art and Design: Graphics — Poster Design	2	12	6
F9WE	12	Art and Design: Illustrative Sculpture — Found Objects	1	6	6
F5C1	11	Art and Design: Introduction to 3D Design Skills	2	12	5
F5C0	11	Art and Design: Introduction to Ceramic Sculpture	1	6	5
F51K	11	Art and Design: Introduction to Contemporary Art Practice	1	6	5
F9VJ	11	Art and Design: Introduction to Graphic Design	1	6	5
F9VH	11	Art and Design: Introduction to Illustration	1	6	5
F9VG	11	Art and Design: Introduction to Sculpture	1	6	5
F5BY	11	Art and Design: Introduction to Sculpture Techniques	1	6	6
F9WP	12	Art and Design: Introduction to Stained Glass Techniques	1	6	6
F9VK	11	Art and Design: Introduction to Surface Decoration	1	6	5
F51L	11	Art and Design: Life Drawing	1	6	5
F5CB	12	Art and Design: Line and Tone Techniques	1	6	6
F9XA	12	Art and Design: Location Drawing	1	6	6
F9WF	12	Art and Design: Location Drawing — Local Environment	1	6	6
F9W0	12	Art and Design: Mixed Media Applications	2	12	6
F9WN	12	Art and Design: Model Making - General 1	1	6	6
F5BA	11	Art and Design: Painting Media and Techniques	1	6	5
F5C7	12	Art and Design: Painting to a Theme	1	6	6
F51M	12	Art and Design: Personal Project	2	12	6
F5BV	11	Art and Design: Printmaking	1	6	5
F5C8	12	Art and Design: Printmaking Applied Skills	1	6	6
F5CN	11	Art and Design: Project	1	6	5
F5C2	12	Art and Design: Research and Investigation Skills	1	6	6
F5CM	12	Art and Design: Sketchbook Development	1	6	6
F5BW	11	Art and Design: Sketchbook Development - Thematic Studies	1	6	5

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F5C9	12	Art and Design: Software Skills	1	6	6
F9W6	12	Art and Design: Spatial Design — Commercial Interiors	2	12	6
F9WH	12	Art and Design: Typography 1	1	6	6
F5C4	12	Art and Design: Video Project	1	6	6
F9XE	13	Art and Design: Visual Presentation	1	8	7
F5BP	11	Art and Design: Web Content	1	6	5
F5C3	12	Art and Design: Web Project	1	6	6
FP54	12	CAD Pattern Construction: An Introduction	1	6	6
F5H4	11	Computer Aided Draughting (CAD) for Engineers	1	6	5
D9GF	12	Design Realisation	1	6	6
D9GF	11	Design Realisation	1	6	6
D947	11	Drawing Skills — Analytical Drawing	1	6	5
Computer Gaming and IT Units					
H2CF	12	Computer Games: 3D Modeling and Animation Skills	1	6	6
HX9V	46	Computer Games: Design*	1	6	6
HX9W	46	Computer Games: Development*	1	6	6
HX9X	46	Computer Games: Media Assets*	1	6	6
F1KB	11	Computing: Animation Fundamentals	1	6	5
F3SW	12	Computing: Digital Media Elements for Applications	1	6	6
H7EB	45	Social Media Literacy	1	6	5
H7EB	46	Social Media Literacy	1	6	6
Dance Units					
H73M	46	Dance Appreciation	1	6	6
H73S	46	Dance Etiquette and Personal Development	1	6	6
H73B	46	Dance for the Commercial Industry	1	6	6
FH5V	11	Dance: Alternative **or**	1	6	5
HJ2W	45	Dance: Scottish Step	1	6	5
H73D	46	Dance: Anatomy, Conditioning and Safe Practice	1	6	6
FH5T	11	Dance: Choreography	1	6	5
*J28D	75	Dance: Choreography	1.5	9	5
*J28E	76	Dance: Choreography	1.5	9	6
H73E	46	Dance: Choreography	1	6	6
FH5W	11	Dance: Classical	1	6	5
H73C	46	Dance: Classical Ballet	1	6	6
FH5X	11	Dance: Contemporary	1	6	5
H73F	46	Dance: Contemporary	1	6	6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Dance Units (cont)					
H73N	46	Dance: History	1	6	6
FH5Y	11	Dance: Jazz	1	6	5
H73G	46	Dance: Jazz	1	6	6
H73J	46	Dance: Tap	1	6	6
*J28B	75	Dance: Technical Skills	1.5	9	5
*J28C	76	Dance: Technical Skills	1.5	9	6
F8LC	12	Group Dance Performance	1	6	6
Fashion Units					
FP5L	12	Develop and Manufacture: Bodice	1	6	6
FP5K	12	Develop and Manufacture: Dress	1	6	6
FP5N	12	Develop and Manufacture: Skirt	1	6	6
FP50	12	Digital Fashion Illustration: An Introduction	1	6	6
FP4R	11	Fashion Design: An Introduction	1	6	5
FP5D	12	Fashion Forecasting: An Introduction	1	6	6
FP5A	12	Fashion Illustration: Basic Principles	1	6	6
FP72	12	Fashion Merchandising: An Introduction	1	6	6
FP21	11	Fashion: An Introduction	1	6	5
FP58	12	Garment Concepts: An Introduction	1	6	6
FP56	12	Garment Design for Manufacture: An Introduction	1	6	6
FP73	12	Garment Manufacture: An Introduction to the Industry	1	6	6
FP4X	11	Garment Pattern Construction: An Introduction	1	6	5
FP4V	11	Industrial Machine Sewing Skills: An Introduction	1	6	5
FP5G	12	Pattern Construction: Shoulder Suspended Garments	1	6	6
FP5F	12	Pattern Construction: Waist Suspended Garments	1	6	6
FV51	11	Screen Printing: An Introduction to the Process	1	6	5
FP5J	12	Sewing Skills: Shoulder Suspended Garments	1	6	6
FP5H	12	Sewing Skills: Waist Suspended Garments	1	6	6
Jewellery Units					
F5BS	11	Art and Design: Introduction to Jewellery	1	6	5
E9SR	11	Art/Design Project 1: Jewellery	2	12	5
F1X7	33	Glass Fusing: An Introduction	1	8	6
H1KJ	12	Jewellery: Casting	2	12	6
H09Y	12	Jewellery: Competition Entry	1	6	6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Jewellery Units (cont)					
H1KD	12	Jewellery: Decorative Finishes	2	12	6
H2YL	12	Jewellery: Design for Jewellers	1	6	6
H1KM	11	Jewellery: Enamelling	1	6	5
H0A2	11	Jewellery: Etching	1	6	5
H0A1	12	Jewellery: Gemstones	1	6	6
H09P	11	Jewellery: Manufacturing Techniques: An Introduction	1	6	5
H09S	11	Jewellery: Marking Out	1	6	5
H1KC	12	Jewellery: Metal Forming	2	12	6
H09V	11	Jewellery: Non - Precious Materials	1	6	5
H09R	11	Jewellery: Piercing	1	6	5
H1KK	11	Jewellery: Piercing and Inlay	2	12	5
H09W	12	Jewellery: Polishing	1	6	6
H1KG	12	Jewellery: Repairs	1	6	6
H1KH	12	Jewellery: Silversmithing	2	12	6
H09T	11	Jewellery: Soldering	1	6	5
H09X	12	Jewellery: Stonesetting: An Introduction	1t	6	6
H1KL	11	Jewellery: Working with Wire	1	6	5
Journalism, Media, Radio and Television Units					
F3SW	12	Computing: Digital Media Elements for Applications	1	6	6
H1TB	11	Creative Analysis	1	6	5
DF16	11	Media Production	1	6	5
F57P	12	Media Project	2	12	6
F57H	12	Media: Advertising — An Introduction	1	6	6
F57J	12	Media: An Introduction to a Sector of the Media Industry	1	6	6
F57T	11	Media: An Introduction to Film and the Film Industry	1	6	5
F57L	11	Media: An Introduction to the Media Industry	1	6	5
*J297	75	Media: Analysing Media Content	1.5	9	5
*J298	76	Media: Analysing Media Content	1.5	9	6
F585	11	Media: Basic Video Camera Operations	1	6	5
F57V	11	Media: Basic Video Editing	1	6	5
F57Y	11	Media: Basic Website Development	1	6	5
*J29A	76	Media: Creating Media Content	1.5	9	6
*J299	75	Media: Creating Media Content	1.5	9	5
F586	12	Media: Directing a Single Camera Production	1	6	6
F57M	12	Media: Feature Writing	1	6	6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Journalism, Media, Radio and Television Units					
F57W	12	Media: Lighting for Single Camera	1	6	6
F57X	12	Media: Making a Radio Programme	2	12	6
F587	11	Media: Making a Radio Programme	1	6	5
F589	12	Media: Multi-camera Studio Production Roles	2	12	6
F57R	11	Media: News Writing for Print	1	6	5
F57N	12	Media: Page Layout and Design for Print	1	6	6
F58A	11	Media: Presenting for Radio and Television	1	6	5
F581	12	Media: Radio Feature Production	1	6	6
F58B	12	Media: Radio Interviewing	1	6	6
F582	11	Media: Radio Journalism	1	6	5
F58D	11	Media: Radio Music Programme Production	1	6	5
F57S	12	Media: Research and Interview Skills for Journalism	1	6	6
F583	11	Media: Scriptwriting	1	6	5
F58E	11	Media: Sound Recording for Single Camera	1	6	5
F584	11	Media: Television Production Assistant	1	6	5
F5D1	12	Media: Understanding the Creative Process	1	6	6
H1T2	11	Mobile Technology: Web Page Creation	1	6	5
D0F7	11	Multimedia Computing: Introduction to Digital Photography	1	6	5
D1D0	11	Multimedia Computing: Introduction to Video Production	1	6	5
H1YD	11	Social Networking	1	6	5
H1TD	11	Writing, Editing and Publishing Online	1	6	5
Languages for Work Purposes Units					
F3CF	12	Cantonese for Work Purposes	1	6	6
F3CG	12	French for Work Purposes	1	6	6
J631	46*	Gaelic for Work Purposes	1	6	6
F3CC	12	German for Work Purposes	1	6	6
F3CB	12	Italian for Work Purposes	1	6	6
F3CA	12	Mandarin for Work Purposes	1	6	6
F3C9	12	Polish for Work Purposes	1	6	6
F3C8	12	Russian for Work Purposes	1	6	6
F3C7	12	Spanish for Work Purposes	1	6	6
F3CE	12	Urdu for Work Purposes	1	6	6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Music Units					
F58M	12	Appreciation of Music	1	6	6
FT2D	12	Intellectual Property	1	6	6
DJ28	33	Keyboard Skills for Music Production	1	8	6
F58J	12	Music: An Introduction to the UK Music Industry	1	6	6
F58L	11	Music: Aural Skills	1	6	5
*J2AG	76	Music: Composing Skills	1	6	6
*J2AF	75	Music: Composing Skills	1	6	5
F5E9	12	Music: Compositional Techniques	1	6	6
F5EA	11	Music: Literacy	1	6	5
F58K	11	Music: Live Performance	1	6	5
F5E5	12	Music: Live Performance	1	6	6
F8LG	12	Music: Management in the Music Industry	1	6	6
H1WY	12	Music: Organising a Community-based Musical Activity	1	6	6
*J2AK	75	Music: Performing Skills	1	6	5
*J2AL	76	Music: Performing Skills	1	6	6
F5EB	12	Music: Songwriting	1	6	6
F3F4	13	Performing Music on One Instrument or Voice	1	8	7
F3F4	11	Performing Music on One Instrument or Voice	1	6	5
F3F4	12	Performing Music on One Instrument or Voice	1	6	6
*J2AH	75	Understanding Music	1	6	5
*J2AJ	76	Understanding Music	1	6	6
Music Business Units					
FP62	11	Contribute to an Event	2	12	5
FP61	11	Events Industry: An Overview	1	6	5
FT8X	12	Implementing a Public Relations Campaign	1	6	6
FW01	12	Management of Projects	1	6	6
HJ30	45	Marketing: Basic Principles and Applications*	1	6	5
F5E6	13	Music: Organising a Community-based Musical Activity	1	8	7
F8LF	12	Music: Promotion in the Music Industry	1	6	5
DW7J	11	Social Software	1	6	5

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Music Technology and Sound Production					
DM4D	11	Applied Multimedia	1	6	5
HW4W	45	Digital Media: Audio*	1	6	5
*HW4Y	45	Digital Media: Moving Images	1	6	5
*J259	75	Music Technology in Context	1	6	5
*J25A	76	Music Technology in Context	1	6	6
*J255	75	Music Technology Skills	1	6	5
*J256	76	Music Technology Skills	1	6	6
F5DV	12	Music: MIDI Sequencing	1	6	6
F5E2	12	Music: Technical Support	1	6	6
F5E4	13	Music: Visuals for Live Performance	1	8	7
F58H	12	Sound Engineering and Production	1	6	6
F5DW	11	Sound Engineering and Production	1	6	5
F5DS	12	Sound: Audio Electronics - An Introduction	1	6	6
F5DY	12	Sound: Design	1	6	6
F5E3	12	Sound: Digital DJing — An Introduction	1	6	6
F5E1	12	Sound: Music Remixing	1	6	6
F5E0	12	Sound: Reinforcement	1	6	6
F58N	12	Sound: Synthesis and Sampling Skills	1	6	6
H7F9	46	Sound: Understanding the Signal Path	1	6	6
*J257	75	Understanding 20th and 21st Century Music	1	6	5
*J258	76	Understanding 20th and 21st Century Music	1	6	6
Photography and Printmaking					
FP9E	12	Creative Printmaking with Photography: Digital Artwork	1	6	6
FP9D	12	Creative Printmaking with Photography: Professional Business Practice	1	6	6
FR0H	12	Creative Printmaking with Photography: Single Colour Lithography	1	6	6
FP9C	12	Creative Printmaking with Photography: Visual Presentation	1	6	6
*J6T4	46	Digital Photography Basic Digital File Management and Editing	1	6	6
*J6T5	46	Digital Photography: Image Preparation for Print and Digital Destination	1	6	6
* J6T6	46	Digital Photography: Workflow and Creative Enhancement	1	6	6
F580	11	Media: Photography	1	6	5
FV1D	12	Monochrome: Film Processing and Printing	1	6	6
*J4GB	45	Photographing People	1	6	5
*J4GC	45	Photographing Places	1	6	5
D952	11	Photography: An Introduction	1	6	5
F8KH	12	Photography: Basic Camera Techniques	1	6	6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F51R	12	Photography: Basic Product Imaging	1	6	6

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Photography and Printmaking					
F51S	12	Photography: Camera Techniques	1	6	6
*J209	76	Photography: Contextual Imagery	1.5	6	9
F8KK	12	Photography: Creative Image Making Techniques	1	6	6
F8KM	12	Photography: Digital Imaging	1	6	6
*J208 76	76	Photography: Image Making	1.5	9	6
FV19	12	Photography: Location 2	1	6	6
F51T	12	Photography: Magnified Image Skills	1	6	6
FV1A	12	Photography: Manipulative Processes	1	6	6
FR2E	12	Photography: Portfolio Production	2	12	6
F51N	11	Photography: Portraiture Skills	1	6	5
F51P	12	Photography: Portraiture Skills	1	6	6
F8KL	12	Photography: Reportage	1	6	6
F8KJ	12	Photography: Research Project	1	6	6
FR2D	12	Studio Photography: An Introduction	1	6	6
*J4GA	45	Understanding Photography	1	6	5
*J4GD	45	Working with Photographs	1	6	5

please refer to History of changes for unit revisions

3 Aims of the qualification

The NC in Creative Industries at SCQF level 6 is designed to provide opportunities for learners to develop their knowledge and skills in the challenging, rewarding and exciting creative economy.

The qualification allows learners to develop skills of: self-enquiry, self-discipline, self-reflection, collaborative working, professionalism, problem solving, resource management, creative thinking and analysis, entrepreneurship, realising and managing Intellectual Property.

3.1 General aims of the qualification

The general aims of the NC in Creative Industries at SCQF level 6 include five of the key challenges identified in Skills Development Scotland's Creative Industries Skills Investment Plan (Skills Development Scotland, 2015):

♦ Promote creativity as a core component of learning central to individual, social, cultural and business development
♦ Support young people to build a portfolio of core, technical, digital, creative and career management skills for those aspiring to work in the creative industries
♦ Support learners to build greater awareness, "real-world" insight and experience of how creative skills are used in new, innovative ways across the economy
♦ Provide a structured award that will recognise and develop existing skills and competences relating to creativity and the creative industries sector
♦ Develop a range of transferable generic employability and essential skills (including Core Skills) to encourage integration of business development, entrepreneurship and innovation skills
♦ Develop communication and collaborative working skills
♦ Develop employment skills related to National Occupational Standards

3.2 Specific aims of the qualification(s)

The specific aims of the NC in Creative Industries SCQF level 6 are to:

♦ develop an understanding of the vocabulary and the language of the creative process.
♦ provide learners with safe and progressive learning experience in creative and vocational skills development at a non-advanced level.
♦ develop knowledge and skills for managing and exploiting Intellectual Property.
♦ develop project management skills.
♦ develop strategic thinking, self-evaluation and critical analysis skills.
♦ prepare learners for pitching to clients.
♦ develop promotion and marketing skills.
♦ prepare learners for progression to qualifications at SCQF level 7 in related Creative Industries awards.

4 Recommended entry to the qualification(s)

Entry to this qualification 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 Qualifications Design Team as guidance only.

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

♦ Recommended minimum of two National Courses at SCQF level 5 (48 Credit Points at SCQF level 5) eg, Art and Design, Media, Computing, Music or Music Technology
♦ NC in Creative Industries at SCQF level 5
♦ A related creative industries Group Award at SCQF level 5
♦ A Group Award at SCQF level 5 that demonstrates development of knowledge and skills appropriate to this award
♦ National Awards or Units at SCQF level 4 or above that provide evidence of achievement in creative subjects
♦ Achievement of English or Communication at SCQF level 4 or above.
♦ Relevant work experience whether voluntary or paid
♦ Portfolio of evidence showing creativity and creative development whether personal or formal academic

4.1 Core Skills entry profile

The Core Skills 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 profile	Associated assessment activities
Communication	4	Good listening and communication skills are required to ensure learners respond appropriately in all mandatory Units. Learners will need to be able to: ♦ interpret written, verbal and visual communication ♦ undertake research and present findings ♦ communicate ideas and take part in group discussions ♦ present information to mentors, tutors, clients and customers
Numeracy	4	As well as providing formative and summative evidence elements for the mandatory Units, depending on the activities within the area of study, learners may need to: ♦ interpret data and draw conclusions ♦ specify quantities of various resources ♦ prepare income/ expenditure documents for projects ♦ prepare schedules or scripts/ story-boards involving time sequences ♦ edit time-based materials to a running order

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Information and Communication Technology (ICT)	4	As well as providing formative and summative evidence elements for the mandatory Units, depending on the activities within the area of study, learners will need to: ♦ use ICT to gather, interpret and present information related to their creative processes. ♦ use ICT to plan, co-ordinate and execute creative processes. ♦ use ICT to develop and refine creative content. ♦ use ICT to deliver creative content to a wider audience.
Problem Solving	4	Problem Solving skills are required to ensure learners respond appropriately in all mandatory Units. Learners will need to be able to: ♦ demonstrate Critical Thinking at basic and more advanced levels in a creative context. ♦ demonstrate Planning and Organising at basic and more advanced levels as they work through their creative processes. ♦ demonstrate Reviewing and Evaluating skills as both part of the iterative process and the final output and presentation of the creative processes.
Working with Others	4	The Core Skill of Working with Others will be demonstrated throughout the mandatory Units and, depending on the activities in the area of study, the Optional Units. Specifically learners will: ♦ identify their own role and that of others to achieve the shared goal as part of the Units *Understanding a Creative Brief and Working With a Creative Brief* analyse and adapt behaviours during the creative process in the Unit *Working with a Creative Brief.* ♦ reviewing Co-operative Contribution in the Unit *Presenting a Creative Product.*

5 Additional benefits of the qualification in meeting employer needs

This qualification was 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 Core Skills through doing this qualification.

It should also be reinforced at this point that when using the terms 'employer' and 'employment' that these are considered in the widest sense. These terms should extend to opportunities that can be created by an individual or team and the ability of teams or individuals to recognise and capitalise on opportunities.

5.1　Mapping of qualification aims to Units

General Aims

1　Promote creativity as a core component of learning central to individual, social, cultural and business development.
2　Support young people to build a portfolio of core, technical, digital, creative and career management skills for those aspiring to work in the creative industries.
3　Support learners to build greater awareness, "real-world" insight and experience of how creative skills are used in new, innovative ways across the economy.
4　Provide a structured award that will recognise and develop existing skills and competences relating to creativity and the creative industries sector.
5　Develop a range of transferable generic employability and essential skills (including Core Skills).
6　Develop communication and collaborative working skills.
7　Develop employment skills related to National Occupational Standards.

Specific Aims

8　Develop an understanding of the vocabulary and the language of the creative process.
9　Provide learners with safe and progressive learning experience in creative and vocational skills development at a non-advanced level.
10　Develop knowledge and skills for managing and exploiting Intellectual Property.
11　Develop project management skills.
12　Develop strategic thinking, self-evaluation and critical analysis skills.
13　Prepare learners for pitching to clients.
14　Develop promotion and marketing skills.
15　Prepare learners for progression to qualifications at SCQF level 7 in related Creative Industries awards.

The table below maps qualification aims to the mandatory Units and a selection of the optional Units.

5.1 Mapping of qualification aims to Units

Code	Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
HE0E 46	Creative Industries: Understanding a Creative Brief	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
HE0F 46	Creative Industries: Working with a Creative Brief	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
HEOG 46	Creative Industries: Presenting a Creative Product	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F5KY 12	Drama: Acting Skills	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F5L1 12	Drama: Movement Skills	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
F5LF 12	Drama: Voice Skills	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
F5LB 12	Drama: Theatre Skills in Performance	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y
F5CJ 12	Art and Design: Exploratory Media Handling	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
F5CE 12	Art and Design: Colour	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y
F5CF 12	Art and Design: Contextual Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y
F5CH 12	Art and Design: Digital Media	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F915 12	Computer Games: Design	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F917 12	Computer Games: Development	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y
F916 12	Computer Games: Media Assets	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
F3SW 12	Computing: Digital Media Elements for Applications	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y	Y
FH5T 11	Dance: Choreography	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
FH5X 11	Dance: Contemporary	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
FH5Y 11	Dance: Jazz	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
FP4X 11	Garment Pattern Construction: An Introduction	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
FP4V 11	Industrial Machine Sewing Skills: An Introduction	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
FP4R 11	Fashion Design: An Introduction	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
H1KD 12	Jewellery: Decorative Finishes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
H1KC 12	Jewellery: Metal Forming	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
H2YL 12	Jewellery: Design for Jewellers	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
H09X 12	Jewellery: Stonesetting: An Introduction	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y				Y
F57L 11	Media: An Introduction to the Media Industry	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y		Y	Y
F57P 12	Media Project	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F5D1 12	Media: Understanding the Creative Process	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F57J 12	Media: An Introduction to a Sector of the Media Industry	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y		Y	Y
F3CG 12	French for Work Purposes						Y	Y		Y			Y			Y

Code	Unit title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
F3CC 12	German for Work Purposes						Y	Y		Y			Y			Y
F3C7 12	Spanish for Work Purposes						Y	Y		Y			Y			Y
F58M 12	Appreciation of Music	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y			Y
F58L 11	Music: Aural Skills	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y			Y
F5E5 12	Music: Live Performance	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F58J 12	Music: An Introduction to the UK Music Industry	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y		Y	Y
F5E6 13	Music: Organising a Community-based Musical Activity	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F8LF 12	Music: Promotion in the Music Industry	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
FT8X 12	Implementing a Public Relations Campaign	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
FW01 12	Management of Projects	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
F5DV 12	Music: MIDI Sequencing	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y			Y
F1KT 11	Digital Media: Audio Editing	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y			Y
F58H 12	Sound Engineering and Production	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y			Y
FR2G 12	Digital Photography: Image Manipulation and Print	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
FR2H 12	Digital Photography: Workflow and Creative Manipulation	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y
FR2E 12	Photography: Portfolio Production	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
FR2F 12	Digital Photography: Basic File Optimisation	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y			Y
F51P 12	Photography: Portraiture Skills	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

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

There are a considerable number of National Occupational Standards available as terms of reference for future employees of the Creative Industries and the wider Creative Economy. The following table shows an example of just some of the NOS and how they map to the National Certificate in Creative Industries at SCQF level 6. Most NOS will provide underpinning knowledge and indicate the expectations for both Performance Criteria and Knowledge and Understanding in the workplace. The first four NOS come from Creative Skillset and they closely align to the criteria to be developed by the learner. Other examples come from Creative and Cultural Skills and delivery centres will be best placed to select the most appropriate NOS for reference and use depending on the programme of study they construct from the optional section of the qualification's framework. NOS can be found via the UK Commission for Employment and Skills NOS website http://nos.ukces.org.uk/

Code	Unit title	NOS SKSGC2	NOS SKSGI2	NOS SKSGS3	NOS SKSGW4	NOS CCSFL55	NOS CCSFL59	NOS CCSFL10	NOS CCSFL58	NOS SKSADV20
HE0E 46	Creative Industries: Understanding a Creative Brief	✓	✓	✓	✓	✓	✓	✓	✓	✓
HE0F 46	Creative Industries: Working with a Creative Brief	✓	✓	✓	✓	✓	✓	✓	✓	✓
HEOG 46	Creative Industries: Presenting a Creative Product	✓	✓	✓	✓	✓	✓	✓	✓	✓
F5KY 12	Drama: Acting Skills	✓	✓	✓	✓			✓		✓
F5L1 12	Drama: Movement Skills	✓	✓	✓	✓			✓		✓
F5LF 12	Drama: Voice Skills	✓	✓	✓	✓			✓		✓
F5LB 12	Drama: Theatre Skills in Performance	✓	✓	✓	✓			✓		✓
F5CJ 12	Art and Design: Exploratory Media Handling	✓	✓	✓	✓			✓		
F5CE 12	Art and Design: Colour	✓	✓	✓	✓			✓		
F5CF 12	Art and Design: Contextual Studies	✓	✓	✓	✓			✓		
F5CH 12	Art and Design: Digital Media	✓	✓	✓	✓			✓		
F915 12	Computer Games: Design	✓	✓	✓	✓			✓		
F917 12	Computer Games: Development	✓	✓	✓	✓			✓		
F916 12	Computer Games: Media Assets	✓	✓	✓	✓			✓		

Code	Unit title	NOS SKSGC2	NOS SKSGI2	NOS SKSGS3	NOS SKSGW4	NOS CCSFL55	NOS CCSFL59	NOS CCSFL10	NOS CCSFL58	NOS SKSADV20
F3SW 12	Computing: Digital Media Elements for Applications	✓	✓	✓	✓			✓		
FH5T 11	Dance: Choreography	✓	✓	✓	✓			✓		✓
FH5X 11	Dance: Contemporary	✓	✓	✓	✓			✓		✓
FH5Y 11	Dance: Jazz	✓	✓	✓	✓			✓		✓
FP4X 11	Garment Pattern Construction: An Introduction	✓	✓	✓	✓			✓		
FP4V 11	Industrial Machine Sewing Skills: An Introduction	✓	✓	✓	✓			✓		
FP4R 11	Fashion Design: An Introduction	✓	✓	✓	✓			✓		
H1KD 12	Jewellery: Decorative Finishes	✓	✓	✓	✓			✓		
H1KC 12	Jewellery: Metal Forming	✓	✓	✓	✓			✓		
H2YL 12	Jewellery: Design for Jewellers	✓	✓	✓	✓			✓		
H09X 12	Jewellery: Stonesetting: An Introduction	✓	✓	✓	✓			✓		
F57L 11	Media: An Introduction to the Media Industry	✓	✓	✓	✓			✓		
F57P 12	Media Project	✓	✓	✓	✓			✓	✓	✓
F5D1 12	Media: Understanding the Creative Process	✓	✓	✓	✓	✓		✓		✓
F57J 12	Media: An Introduction to a Sector of the Media Industry									
F3CG 12	French for Work Purposes									
J631 46	Gaelic for Work Purposes									

Code	Unit title	NOS SKSGC2	NOS SKSGI2	NOS SKSGS3	NOS SKSGW4	NOS CCSFL55	NOS CCSFL59	NOS CCSFL10	NOS CCSFL58	NOS SKSADV20
F3CC 12	German for Work Purposes									
F3C7 12	Spanish for Work Purposes									
F58M 12	Appreciation of Music									
F58L 11	Music: Aural Skills									
F5E5 12	Music: Live Performance	✓	✓	✓	✓	✓		✓		
F58J 12	Music: An Introduction to the UK Music Industry									
F5E6 13	Music: Organising a Community-based Musical Activity	✓	✓	✓	✓	✓	✓	✓	✓	
F8LF 12	Music: Promotion in the Music Industry	✓	✓	✓	✓	✓	✓	✓	✓	
FT8X 12	Implementing a Public Relations Campaign	✓	✓	✓	✓	✓		✓	✓	
FW01 12	Management of Projects	✓	✓	✓	✓	✓	✓	✓	✓	
F5DV 12	Music: MIDI Sequencing	✓	✓	✓	✓			✓		
F1KT 11	Digital Media: Audio Editing	✓	✓	✓	✓			✓		
F58H 12	Sound Engineering and Production	✓	✓	✓	✓			✓		✓
FR2G 12	Digital Photography: Image Manipulation and Print	✓	✓	✓	✓			✓		
FR2H 12	Digital Photography: Workflow and Creative Manipulation	✓	✓	✓	✓			✓		
FR2E 12	Photography: Portfolio Production	✓	✓	✓	✓			✓		

Code	Unit title	NOS SKSGC2	NOS SKSGI2	NOS SKSGS3	NOS SKSGW4	NOS CCSFL55	NOS CCSFL59	NOS CCSFL10	NOS CCSFL58	NOS SKSADV20
FR2F 12	Digital Photography: Basic File Optimisation	✓	✓	✓	✓			✓		
F51P 12	Photography: Portraiture Skills	✓	✓	✓	✓	✓		✓		✓

	Sector Skills Council	NOS	NOS Title
NOS KEY	Creative Skillset	SKSGC2	Agree requirements and parameters of design activity in the creative industries
	Creative Skillset	SKSGI2	Present ideas and information to others in the creative industries
	Creative Skillset	SKSGS3	Work effectively in the creative industries
	Creative Skillset	SKSGW4	Manage projects in the creative industries
	Creative and Cultural Skills	CCSFL55	Manage and evaluate customer or client relations for your freelance work in creative and cultural industries
	Creative and Cultural Skills	CCSFL59	Undertake market research for your freelance work in creative and cultural industries
	Creative and Cultural Skills	CCSFL10	Plan innovation for your freelance work in creative and cultural industries
	Creative and Cultural Skills	CCSFL58	Make presentations about your freelance work in creative and cultural industries
	Creative Skillset	SKSADV20	Evaluate or test marketing communications concepts and solutions

5.3 Mapping of Core Skills development opportunities across the qualification(s)

The table below maps Core Skills development opportunities for the mandatory Units and a selection of the optional Units.

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	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
HE0E 46	Creative Industries: Understanding a Creative Brief	S	S	S	S	S	S	S	E5	E5	S	S	S
HE0F 46	Creative Industries: Working with a Creative Brief	S	S	S	S	S	S	S	E6	E6	E6	S	S
HE0G 46	Creative Industries: Presenting a Creative Product	S	S	S	S	S	S	S	E6	E6	E6	S	S
F5KY 12	Drama: Acting Skills	S	S	S					S	S	S	S	S
F5L1 12	Drama: Movement Skills	S	S	S								S	S
F5LF 12	Drama: Voice Skills	S	S	S								S	S
F5LB 12	Drama: Theatre Skills in Performance	S	S	S								S	S
F5CJ 12	Art and Design: Exploratory Media Handling	S	S	S			S	S	S	S	S	S	S
F5CE 12	Art and Design: Colour	S	S	S					S	S	S		
F5CF 12	Art and Design: Contextual Studies	S	S	S			S	S					
F5CH 12	Art and Design: Digital Media	S	S	S			S	S	S	S	S		
F915 12	Computer Games: Design	S	S	S			S	S	S	S	S	S	S
F917 12	Computer Games: Development												

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	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
F916 12	Computer Games: Media Assets												
F3SW 12	Computing: Digital Media Elements for Applications	S	S	S					S	S	S	S	S
FH5T 11	Dance: Choreography	S	S	S			S	S	S	S	S	S	S
FH5X 11	Dance: Contemporary	S	S	S			S	S					
FH5Y 11	Dance: Jazz	S	S	S			S	S				S	S
FP4X 11	Garment Pattern Construction: An Introduction					E4			E5				
FP4V 11	Industrial Machine Sewing Skills: An Introduction				S	S			S	S	S		
FP4R 11	Fashion Design: An Introduction	S	S	S			S	S	E5	S	S		
H1KD 12	Jewellery: Decorative Finishes	S	S	S	S	S	S	S	E5	S	S	S	S
H1KC 12	Jewellery: Metal Forming	S	S	S	S	S	S	S	E5	S	S	S	S
H2YL 12	Jewellery: Design for Jewellers	S	S	S			S	S	E5	S	S	S	S
H09X 12	Jewellery: Stonesetting: An Introduction	S	S	S	S	S	S	S	E5	S	S	S	S
F57L 11	Media: An Introduction to the Media Industry												

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	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
F57P 12	Media Project	S	S	S			S	S	S	S	S	S	S
F5D1 12	Media: Understanding the Creative Process												
F57J 12	Media: An Introduction to a Sector of the Media Industry												
F3CG 12	French for Work Purposes	S	S	S									
J631 46	Gaelic for Work Purposes	S	S	S									
F3CC 12	German for Work Purposes	S	S	S									
F3C7 12	Spanish for Work Purposes	S	S	S									
F58M 12	Appreciation of Music	S	S	S					S	S	S		
F58L 11	Music: Aural Skills	S	S	S			S	S				S	S
F5E5 12	Music: Live Performance	S	S	S					S	S	S	S	S
F58J 12	Music: An Introduction to the UK Music Industry	S	S	S			S	S					
F5E6 13	Music: Organising a Community-based Musical Activity	S	S	S					S	S	S	S	S
F8LF 12	Music: Promotion in the Music Industry	S	S	S			S	S	S	S	S	S	S
FT8X 12	Implementing a Public Relations Campaign	S	S	S			S	S	E5	S	S		

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	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
FW01 12	Management of Projects	S	S	S					S	S	S	S	S
F5DV 12	Music: MIDI Sequencing						S	S	S	S	S		
F1KT 11	Digital Media: Audio Editing	S	S	S					S	S	S		
F58H 12	Sound Engineering and Production	S	S	S					S	S	S	S	S
FR2G 12	Digital Photography: Image Manipulation and Print								E6	E6	E6		
FR2H 12	Digital Photography: Workflow and Creative Manipulation						E5	E5	E6				
FR2E 12	Photography: Portfolio Production								E6	E6	E6		
FR2F 12	Digital Photography: Basic File Optimisation								E6				
F51P 12	Photography: Portraiture Skills						S	S					

Core Skills Key: S Signposted/ E Embedded (a number denotes at which SCQF level)

♦ To meet employment and progression needs, all National Certificates will incorporate opportunities to develop Core Skills.
♦ National Certificates should clearly include opportunities for learners to develop Core Skills to the levels required by the occupations or progression pathways they support.
♦ Embedded Core Skills within a Unit and or Course (naturally occurring or deliberately written into the Units/Course).
♦ Signposting opportunities to develop Core Skills through delivery of a Unit/Course.

5.4 Assessment Strategy for the qualification(s)

All SQA Units provide Evidence Requirements for each of the Outcomes. The Evidence Requirements are mandatory and subject to SQA and centre Quality Assurance procedures. This includes Internal Verification and External Verification. Some Units are designed to be delivered sequentially, some Units have Outcomes that can be delivered holistically and some Units and/or Outcomes can be delivered in an integrated manner. Real-life working in the creative industries rarely proceeds in a sequential manner and, where possible, the design of Units has allowed flexibility in how and when to assess. This is particularly true of recently designed Units where greater confidence with the principles of CfE and NOS have been evident. Below is a table containing the overview or actual Evidence Requirements and assessment conditions for the three mandatory Units in the National Certificate in Creative Industries SCQF level 6 as well as the most popular Units (by number of learners entered) drawn from the various existing qualifications frameworks. These are just some of the Units within the qualification's optional section.

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Creative Industries: Understanding a Creative Brief	Assessment may be carried out Outcome by Outcome or two or more Outcomes together **Written and/ or Oral Evidence** Learners will explain the function of a creative brief, analysis of the language and structure of at least two creative briefs, an evaluation of the effectiveness of a range of creative briefs.	Assessment may be carried out Outcome by Outcome or two or more Outcomes together. **Written and/ or Oral Evidence** to provide an explanation of the solutions to at least two real life briefs. Using case studies learners will identify the working relationships between client and creative team. Written straightforward briefs, using language and styles learned in Outcome 1. **Performance Evidence** **Presentation**: at least two briefs to creative teams. **Simulation**: the interaction between client and creative team in the creation and refinement of a brief.	Assessment may be carried out Outcome by Outcome or two or more Outcomes together. Evidence for Outcome 3 could be gathered in combination with Outcome 1 from the Unit Working with a Creative Brief. **Written and/ or Oral Evidence** Identify clients' requirements from two briefs, key requirements, including personnel, time and resources from two briefs. Production plan for the implementation of a brief. **Performance Evidence** Pitch a solution to a creative brief.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Creative Industries: Working with a Creative Brief	Evidence will be gathered in open-book conditions at appropriate points throughout the Unit. **Product Evidence** Production Plan.	Evidence will be gathered in open-book conditions at appropriate points throughout the Unit. **Product Evidence/ Additional Evidence** The product evidence for this Outcome will be generated over a period of time and assessors will need to check and review the learner's progress during the process of implementing the plan. In addition to the product evidence of the output of the production plan, the learner will provide additional evidence that demonstrates that all PCs have been achieved.	Evidence will be gathered in open-book conditions at appropriate points throughout the Unit. **Performance Evidence** The learner will be observed taking part in a formal review with the client whilst presenting the final output of the production. Feedback from the learner to the client and/or assessor following the presentation.		
Creative Industries: Presenting a Creative Brief	**Product evidence, and written and/or oral evidence** Learners will compile a portfolio record of their research activities.	**Product evidence, and written and/or oral evidence, and performance evidence** An action plan for taking the creative product to market Promotional media Participate in at least two customer-facing events to deliver the creative product.	**Product evidence, and written and/or oral evidence** Learners will reflect on and critically review the effectiveness of their presentation.		
Drama: Acting Skills	**Performance evidence** Obtained under supervised conditions at appropriate points during the delivery of the Unit to show that the learner is able to effectively use a range of acting exercises.	**Performance Evidence** To show that the learner has successfully developed two contrasting characters, one from text and one devised or from observation, using a range of acting techniques and also to show that the learner can portray two contrasting characters effectively in during a live performance.	**Written Evidence** The learner is required to produce written and/or oral evidence detailing their understanding of the acting process and reflecting on the development of their own acting skills throughout the Unit.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Drama: Movement Skills	**Written and or Oral Evidence** Supervised Closed-book and at supervised at appropriate points through the Unit. Investigate physical preparation for movement. Explain the purpose of preparing the body for movement. Explain the process of muscle tension and relaxation. Carry out safe and effective warm-up routines to prepare the body for movement.	**Performance Evidence** Gathered in supervised conditions at appropriate points during the Unit Use movement to explore and develop physical and creative expression. Develop and demonstrate physical expression using a range of movement techniques. Develop and demonstrate creative expression through short movement sequences. Can be done individually, in pairs or small groups	**Performance Evidence and Written and/ or Oral Evidence** Part gathered in supervised conditions on one assessment occasion and part gathered in open-book conditions towards the end of the Unit. Create, perform and evaluate a group movement piece on a given theme. Contribute effectively to the creation of a group movement piece. Use effectively a variety of movement techniques in the performance of a group movement piece. Identify strengths and areas for development in own and group performance.		
Drama: Voice Skills	**Written and/or oral evidence** The evidence must be obtained under supervised conditions on one assessment occasion. The assessment will be closed-book. Learners must identify and explain the anatomy and physiology of voice production, including: diaphragm; intercostal muscles; respiration process; larynx; pharynx; vocal folds; pitch; resonators; speech organs.	**Performance evidence** Evidence must be gathered in supervised conditions at appropriate points in the Unit. Required to show that the learner has developed and can demonstrate effective breath control, pitch, tone, resonance and articulation using vocal exercises.	**Performance Evidence and Written and/ or Oral Evidence** Required to show that the learner is able to use voice appropriately to portray style, mood and character and can demonstrate appropriate intonation, vocal energy, clarity and projection. The learner must interpret two contrasting solo pieces from a selection of poetry, prose or a monologue from a dramatic text. Each piece can be assessed on separate occasions, or together in one performance.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Drama Voice Skills (cont)			In addition, each learner must present in groups a dramatic text involving two or more characters of a minimum of five minutes which shows evidence of character development through vocal skills. The group piece must be assessed on one occasion. Learners must identify individual strengths and areas for development in their vocal skills and abilities, including pitch, tone, resonance, articulation, breath control, interpretation of text and delivery of performance. This evaluation, gathered under supervised conditions throughout this Outcome must be based on one of the solo pieces and the group piece and this evidence will be gathered in supervised conditions after the final presentation. The minimum word count is 500 words.		
Drama: Theatre Skills in Performance	**Written and/or oral evidence** Gathered in closed-book, supervised conditions. Demonstrate detailed knowledge and understanding of the roles, responsibilities and working relationship of the Actor and the Director.	**Written and/or oral evidence and Performance Evidence** This evidence will be gathered in closed-book, supervised conditions. The learner is required to demonstrate knowledge and understanding of different types of staging and acting areas and explain their impact on performance. Demonstrate knowledge of theatre terminology.	**Performance evidence** Evidence will be gathered on an on-going basis throughout the rehearsal process Demonstrate stage craft throughout the rehearsal process. Take direction during rehearsals. Develop a character to the requirements of the production.	**Performance Evidence** Gathered on one assessment occasion during a live performance of a minimum duration of 30 minutes. Demonstrate acting, voice and movement skills for a character/role.	**Written and/or oral evidence** Generated in open-book conditions, with a minimum word count of 500 words. Required to reflect the learner's ability to identify strengths and weaknesses and strategies for future development.

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Drama: Theatre Skills in Performance (cont)		Demonstrate an understanding of stage awareness.	Co-operate with fellow performers and the production team effectively throughout the rehearsal process.	Perform according to the agreed interpretation. Sustain a character/role throughout the production. Display appropriate stage craft and awareness in relation to interaction with the audience	
Art and Design: Exploratory Media Handling	**Product evidence and Written and/or oral recorded evidence** Produced under open-book conditions with assessment evidence being gathered throughout the Unit Investigate and use a variety of media and techniques. Identify the requirements in response to the given brief. Select a variety of media and techniques in response to the given brief. Demonstrate the creative potential of selected media and techniques in response to the given brief.	**Product evidence and Written and/or oral recorded evidence** Produced under open-book conditions with assessment evidence being gathered throughout the Unit Produce development work in response to the given brief. Select and justify the choice of media and techniques in response to the given brief. Develop and experiment with combinations of media and techniques in response to the given brief. Demonstrate refinement of the media and techniques in response to the given brief.	**Product evidence and Written and/or oral recorded evidence** Produced under open-book conditions with assessment evidence being gathered throughout the Unit Produce and evaluate finished art or design work in response to the given brief. Select a suitable combination of media and techniques for a specified art or design work in response to the given brief. Produce finished artwork showing confident application of selected media and techniques in response to the given brief. Evaluate the effectiveness of the finished art or design work in response to the given brief		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Art and Design: Colour	**Written and/or oral recorded evidence and product evidence** Assessment evidence will be gathered from work produced throughout delivery of the Unit gathered under open-book conditions. Produce colour samples and/or groupings for a given brief(s) Identify the main requirements of the given brief(s). Produce investigative colour samples and/or groupings in response to the given brief(s). Produce a folio of colour samples and/or groupings that demonstrate competence in media handling in response to the given brief(s). Use colour demonstrating a personal, creative and expressive response to the given brief.	**Written and/or oral recorded evidence and product evidence** Assessment evidence will be gathered from work produced throughout delivery of the Unit gathered under open-book conditions. Use colour and/or colour groupings in art and/or design work. Identify a specific context for the applied use of colour and/or colour groupings. Describe and justify the choice and selection of colour and/or colour groupings. Demonstrate competent media handling and colour application in selected art and/or design work.			
Art and Design: Contextual Studies	**Written and/or oral recorded evidence and product evidence** The learner will produce a folio of evidence that is collated, organised and presented in a logical way using either traditional or electronic formats. Investigate an area(s) of the visual arts or design. Gather relevant and accurate investigative material.	**Written and/or oral recorded evidence and product evidence** The learner will produce a folio of evidence that is collated, organised and presented in a logical way using either traditional or electronic formats. Demonstrate knowledge and understanding of the selected area(s) of visual arts or design. Critically analyse the defining features of the selected area(s) of visual arts or design.			

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Art and Design: Contextual Studies (cont)	Collate and present investigative research.	Produce an accurate summary of factual information of the selected area(s) of visual arts or design. Provide a personal response supported by reasoned argument to the selected area(s) of visual arts or design. Identify potential use(s) for the acquired knowledge of the selected area(s) of visual arts or design.			
Art and Design: Digital Media	**Product evidence and written and/or oral recorded evidence** The evidence should be produced under open-book conditions. Describe the uses of digital media in art and design. Identify and collate examples of digital media used in contemporary contexts. Describe clearly the range of digital media applications used by practising artists and/or designers.	**Product evidence and written and/or oral recorded evidence** The evidence should be produced under open-book conditions. Demonstrate understanding of the application and uses of digital media in art and design. Collate a range of examples of digital work by practising artists and/or designers within a chosen area. Analyse the application of and uses of digital media by practising artists and/or designers.	**Product evidence and written and/or oral recorded evidence** The evidence should be produced under open-book conditions. Develop experimental digital concepts in response to a given brief. Identify the constraints and opportunities in response to the given brief. Select a suitable digital media format for development and experimentation in response to the given brief. Select research material for use in the development of experimental concepts in response to the given brief. Develop an effective range of experimental digital concepts in response to the given brief.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Computer Games: Design	**Written and/or oral recorded evidence** The evidence should be obtained under controlled, supervised conditions. Evaluate gaming technologies. Accurately evaluate graphics and sound technologies and their impact on computer games. Accurately evaluate emerging technologies in gaming. Accurately evaluate the process of the games industry value chain.	**Written and/or oral recorded evidence** The evidence should be obtained under controlled, supervised conditions. Evaluate design elements. Accurately evaluate external factors to be considered when designing a computer game. Accurately evaluate design elements from observable design areas in existing games. Accurately evaluate game rules.	**Written and/or oral recorded evidence** The evidence should be obtained under controlled, supervised conditions. Plan and design a computer game. Produce a clear, concise and feasible design brief for an advanced computer game. Produce a plan for the computer game that is consistent with the design brief. Produce a list of assets consistent with the plan for the computer game		
Computer Games: Development	Create a working computer game. Construct a working computer game based on the design document and adhering to the game design brief. Demonstrate an ability to alter the game-play or to construct complex interactions. Correctly add media assets, as specified in the game design document Devise a detailed test strategy. Carry out testing to eliminate all major errors, and ensure that the game is playable.	Evaluate a computer game Analyse how well the completed game meets the requirements of the game design brief, providing a clear and detailed justification of the analysis. Analyse the completed game to determine to what degree it matches the game design document, clearly justifying any changes from it. Analyse the completed game and clearly describe feasible improvements. Analyse the game development environment used to create the game and justify its selection.	Promote a computer game. The aims of the promotional activities are clearly explained. Clearly describe three suitable and feasible activities, one of which must be branding, to promote the computer game. Produce a clear and detailed plan for all three activities to promote the computer game. Carry out the activities in accordance with the plan. The activities satisfy the stated aims.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Computer Games: Development (cont)		Complete a user review, applying a rating system, and comparing the completed game with one of the same or similar genre.			
Computer Games: Media Assets	**Written and/or oral recorded evidence** Analyse media assets in computer games. Accurately analyse media assets in computer games Compare the impact of media assets on computer games from the same genre. Explain why the media assets have been used by the game designers in existing games. Accurately analyse the impact of current legislation on the acquisition of media assets in the computer games industry.	**Written and/or oral recorded evidence** Plan media assets for a specified brief. For a specified brief, present a satisfactory solution within quality, time and technical constraints. Plan a schedule for acquisition and creation of the media assets in line with the identified solution. Clearly record sources for media assets.	**Written and/or oral recorded evidence** Produce media assets for a specified brief. For a specified brief, produce suitable advanced media assets. Carry out advanced modifications to selected media assets to accurately meet the brief.		
Computing: Digital Media Elements for Applications	**Written and/or oral recorded evidence and product evidence** The evidence can be gathered throughout the Unit. Assessment must be conducted under supervised, open-book conditions.	**Product and written and/or oral recorded evidence** The evidence can be gathered throughout the Unit. Assessment must be conducted under supervised, open-book conditions. Elements must have been obtained using the specified provider, devices and software tools, and edited and stored with appropriate formats and file names.	**Product and written and/or oral recorded evidence is required** The evidence can be gathered throughout the Unit. Assessment must be conducted under supervised, open-book conditions. The product evidence will be: the multimedia application displaying the incorporated digital media and the completed test log		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Computing: Digital Media Elements for Applications (cont)	Information about the source for each digital element must be either the provider details, or the device to be used for its capture, or the software tool to be used for its creation. Further, a storyboard or similar layout is required that details the layout and position of the digital media elements in the multimedia application, to meet the requirements of the brief.		The written and/or oral evidence for Outcome 3 will be a completed pro forma which evaluates the completed multimedia application against the given brief under the headings of: content, implementation, functionality and overall impact and states the copyright status for each digital element incorporated in the application		
Dance: Choreography	**Written and/or oral evidence and Performance evidence** Gathered under supervised conditions at appropriate points in the Unit. Learners will demonstrate short tutor-led choreographic movement studies and must be able to demonstrate the following: unison, canon, mirroring, repetition, motifs, spatial patterns and choreographic form. A logbook which details the tasks and workshops and a video/DVD recording with an Assessor Observation Checklist	**Written and/or oral evidence** is required in the form of a logbook Evidence will be gathered under open-book conditions at appropriate points in the Unit. Learners must demonstrate that they can create short choreographic studies using the following types of stimulus to create and effect movement: visual, auditory and written A logbook which details the tasks and workshops and a video/DVD recording with an Assessor Observation Checklist	**Written and/or oral evidence** is required in the form of a logbook Evidence will be gathered under open-book conditions at appropriate points in the Unit. Learners will demonstrate their understanding of the use of music, costumes, lighting and stage setting that reflect a theme/stimulus.	**Written and/or oral evidence** A report of approx. 500 words will be gathered in open-book conditions towards the end of the Unit. Learners will analyse a dance piece and they must identify and evaluate choreographic devices, motifs, spatial patterns, form stimulus and/ or themes. They must also describe: music, costumes, lighting, stage setting	

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Dance: Contemporary	**Performance evidence supported by a video/DVD recording** Gathered under supervised conditions at appropriate points in the Unit. Learners will demonstrate skills and techniques in contemporary dance. They must be able to demonstrate and apply correct posture and alignment when performing. It is important that learners understand the use of the core muscles that provide stability.	**Performance evidence supported by a video/DVD recording** Gathered under supervised conditions at appropriate points in the Unit. Learners will demonstrate contemporary dance sequences and phrases. They must demonstrate the following: travelling which includes runs, triplets, leaps, skips, turns, movement phrases using directions, floor patterns and floor work.	**Performance evidence supported by a video/DVD recording and written and/or oral evidence.** Demonstrate the ability to recreate contemporary dance repertoire. The short dance should be in the style of an established contemporary dance choreographer, chosen by the teacher/lecturer. The learner will identify background information on the repertoire and the choreographer. This will include the following: brief biographical information on the choreographer, their contemporary style/influences, knowledge of other dance pieces by the same choreographer, theme and stimulus for the piece.		
Dance: Jazz	**Performance evidence supported by a video/DVD recording** Learners must demonstrate and develop the following elements of jazz dance: Posture, centering and correct body alignment used in jazz dance.	**Performance evidence supported by a video/DVD recording** Learners will demonstrate a short tutor-led dance performed as a solo and involve change of direction, floor patterns and floor work demonstrating the key features of jazz dance such as isolations, flexibility, jazz turns, elevations and combinations of movement using different levels. The learner must demonstrate the correct performance qualities and musicality in relation to the style of the dance choreographed by the teacher/lecturer.	**Written and/or oral evidence** The evidence will be gathered in open-book conditions throughout the delivery of the Unit. Evidence should be approximately 750 words. Learners will demonstrate their understanding of the development of jazz dance by describing the origins and development of jazz dance. They should cover the main influences on the style, with particular reference to one choreographer and their work.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Garment Pattern Construction: An Introduction	**Practical Exercise** Learners will be required to produce a full scale draft block to a tolerance of ± 1 cm for overall girth and length of the specification. The block should include correct information on grain lines, notches, drill holes, balance marks, size, style and pattern piece identification.	**Practical Exercise** Learners will be required to create two manipulation sheets with a minimum of two style changes per sheet and two production patterns. The production pattern information should include seam allowances, grain lines, notches, drill holes, balance marks, size, style, cutting instructions and pattern piece identification. Pattern measurements should be within a tolerance of 1 cm for overall girth and length and comply with the working drawings.			
Industrial Machine Sewing Skills: An Introduction	Learners will be required to produce samples that demonstrate a minimum of four seam types and four techniques from the following: **Seam types** — plain, french, overlocked, raised/top stitch, edge stitch, bound/binder, channel/slot. **Technique** — basic hem, corner, curve, easing in, clipping of seams, gathering, pleating, shirring, darts, simple pocket, simple zip, pressing. The samples must have appropriate stitch length and balanced stitches with edges together and comply with a given specification.	Learners must produce a sewn product that demonstrates a minimum of three seam types and/or techniques from the list for Outcome 1. The finished product must: have appropriate stitch length and balanced stitches, comply with a given specification, be fit for purpose, be finished to a saleable standard Learners must demonstrate correct use of the equipment — this should include threading the needle, spool winding, spool case threading and changing the needle for a lockstitch sewing machine and comply with health and safety requirements, including maintaining the work area.			

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Fashion Design: An Introduction	Evidence for all three Outcomes is produced by an integrated assessment, the production of a structured Portfolio. Learners will be required to present a portfolio which contains their images and sketches for Outcomes 1, 2 and 3. The portfolio must include the following: Outcome 1 — a minimum of four good quality images which clearly illustrate a given fashion theme and are presented effectively — learners must use at least two research methods. Outcome 1 — annotations which identify a minimum of four connections relevant to the theme. Outcome 2 — a minimum of six black and white sketches which include key design details relevant to a given brief. Outcome 2 — a colour palette with a minimum of five colours presented in an appropriate format. Outcome 3 — linear sketches on a figure of a minimum of six co-ordinated garments which are clearly linked to a given brief. Outcome 3 — sufficient annotations to explain key design details. Outcome 3 — rendered sketches using an appropriate colour palette — dry, wet or mixed media could be used.				
Jewellery: Decorative Finishes	♦ The learner will show an understanding of different methods of texturing and surface decoration techniques in metals by producing a folio which will include: ♦ A wide range of texture and surface decoration techniques, at least ten samples. ♦ A technical workbook describing each technique with examples. ♦ Samples showing innovation and imagination. ♦ Exploration of different techniques that demonstrates that correct tools and equipment have been selected.	Outcomes 2–4 to be assessed holistically and the learner will produce a folio which will include: ♦ Designs of items of jewellery. ♦ The production of final pieces of jewellery at the discretion of the assessor. The folios of work must be presented in a folder or sketch book and include any relevant technical notes for construction and a finished drawing that reflects the finished pieces of jewellery items. Outcome 2 — Design pieces of jewellery for manufacture from source material from a given brief. Outcome 3 — Produce finished items of jewellery to a high standard in accordance to the brief. Outcome 4 — Apply professional, office and studio practice.			

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Jewellery: Metal Forming	Evidence for all three Outcomes can be achieved through a holistic approach based on the design and the production of a metal formed object which fulfils all the Outcomes. The learner will demonstrate an understanding of different methods of metal forming tools and techniques. ♦ The production of sketches, rough design ideas and design development pages in sketchbook using selected source material ♦ A variety of approaches to design development and evidence of a variety of media in design development should be evident in sketchbook ♦ The final product will be based on one piece, however if the learner design is not substantial enough then a collection of pieces should be produced ♦ This will be at the discretion of the assessor and should take into account the depth of investigation that has been carried out by each individual learner				
Jewellery: Design for Jewellers	**Product, written and/or oral evidence:** Produce a portfolio of evidence which applies a variety of research and investigation techniques and methods to stimuli for jewellery designs for a given brief. It will also include research into at least two different styles of designer's work. This could be in a sketchbook/workbook format and be annotated	**Product, written and/or oral evidence:** Produce a minimum of ten design developments from selected stimuli and explore a range of media, techniques and processes which develop designs ideas from source material. This may be annotated.	**Product, written and/or oral evidence:** Present a folio of a minimum of three final design ideas and solutions which meet the requirements of the design brief		
Jewellery: Stonesetting: An Introduction	**Written/oral and performance evidence gathered under closed-book conditions.** Learners must correctly identify a range of five gemstone cuts and describe the physical properties and risks associated with the setting process.	**Outcomes 2, 3 and 4** Performance and product evidence gathered under supervised workshop conditions in the form of completed projects assessed prior to the stone setting procedure. Learners should produce a single sample of a rub-over setting and a single sample of a claw setting which would be suitable for subsequent stone setting. The setting should be correctly proportioned in relation to the gemstone supplied and be finished to a semi-polished state. Performance and product evidence gathered under supervised workshop conditions demonstrating an ability to correctly set gemstones securely to a commercially acceptable standard. Learners should use the settings which were manufactured for Outcomes 2 and 3 to achieve Outcome 4			

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Media: An Introduction to the Media Industry	**Written and/or Oral evidence** Investigate media consumption across a range of demographic groups. (a) Produce a record of personal media consumption. (b) Produce a record of media consumption for a range of demographic groups. (c) Compare and contrast the media consumption of a range of demographic groups.	**Written and/or Oral evidence** Identify a range of media sectors and explain their function. (a) Identify media sectors. (b) Explain the function of the different media sectors.	**Written and/or Oral evidence** Investigate a range of media platforms and their products. (a) Identify a range of media platforms. (b) Explain the function of different media platforms. (c) Identify media products within a range of media platforms. (d) Identify appropriate target audiences for a range of media products.		
Media Project	**Outcomes 1, 2 3(d) and 4 — Written/Oral Evidence** Prepare for a media production in response to a given brief. (a) Produce ideas for a media production. (b) Research similar media products. (c) Research content for a media production. (d) Evaluate research materials gathered.	**Outcomes 1, 2 3(d) and 4 — Written/Oral Evidence** Produce a plan for a media production in response to a given brief. (a) Produce a short description of the planned media production. (b) Identify the main elements of the production and post-production stages. (c) Identify realistic deadlines for each element of the plan. (d) Carry out a risk assessment for the production.	**Outcomes 1, 2 3(d) and 4 — Written/Oral Evidence** **Outcome 3 (a, b and c) — Practical Activity** Produce an item of media content in response to a given brief. (a) Implement the plan for the production and post-production stages. (b) Use appropriate production techniques to produce an item of media content. (c) Use appropriate post-production techniques to finalise the item of media content. (d) Comply with relevant legal and voluntary constraints.	**Outcomes 1, 2 3(d) and 4 — Written/Oral Evidence** Review and evaluate the completed media production processes. **Performance Criteria** (a) Identify strengths and areas for improvement. (b) Identify improvements for future media productions.	

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Media: Understanding the Creative Process	**Written and/or Oral evidence gathered in open-book conditions at appropriate points during the Unit.** Investigate the key elements of the creative process for a range of media platforms. (a) Describe the key features of a range of media platforms. (b) Explain the key features of media commissioning in relation to media platforms. (c) Describe the role of audience research in the planning of media productions. (d) Explain the impact of legal controls on a range of media platforms.	**Written and/or Oral evidence gathered in open-book conditions at appropriate points during the Unit.** Research and develop a creative concept in accordance with a given brief. (a) Generate creative concepts. (b) Investigate the suitability of a range of media platforms for each creative concept. (c) Select a creative concept to further develop and justify your choice. (d) Select a suitable media platform for the chosen creative concept and justify your choice. (e) Develop the creative concept for the chosen media platform.			
Media: An Introduction to a Sector of the Media Industry	**Outcomes 1, 2 and 3 — Written and/or Oral evidence** Learners will be given a brief by the teacher/lecturer for this Unit. This brief will define the media sector that they are required to focus on for all Outcomes. The evidence must show that learners are able to: ♦ identify a minimum of three different key organisations within the specified media sector, their ownership and explain their financial implications (this should cover the effect that money has on the organisation and its products). ♦ identify the key jobs within the specified media sector. ♦ describe the roles and responsibilities of these jobs within the specified media sector. ♦ explain the relationship between these roles. ♦ identify and explain the key legal constraints on the specified media sector. ♦ identify and explain the key institutional constraints on the specified media sector. ♦ identify and explain the key regulatory constraints on the specified media sector. ♦ identify and explain the key voluntary constraints on the specified media sector.			

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
French for Work Purposes Gaelic for Work Purposes German for Work Purposes Spanish for Work Purposes (Each of these Units differ only in Title)	**Written and/or spoken evidence** Outcomes may be assessed on an integrative or individual basis. Regardless of which approach is taken total assessment time for both Outcomes should not exceed 55 minutes. Produce an extended piece of writing in a vocational context in the specific language. Learners will be expected to produce one piece of written evidence in the specific language on one assessment occasion. This will be generated by learners to demonstrate their ability to communicate in writing information as appropriate to the task. The piece of writing should address all relevant areas as appropriate, and should be between 150–200 words in length. The evidence will be produced under supervised conditions, up to a maximum of 50 minutes in duration. The first draft and any necessary redraft will each normally be produced within one teaching period/block. Both original draft, including teacher/lecturer comments, and final version must be retained.	**Written and/or spoken evidence** Outcomes may be assessed on an integrative or individual basis. Regardless of which approach is taken total assessment time for both Outcomes should not exceed 55 minutes. Make a job-related presentation with follow-up discussion in the specific language. Learners will be given a clear brief to allow them to produce one piece of spoken evidence in the language they have studied. This spoken evidence will be generated on one assessment occasion and will be supported by, and recorded on, an assessor checklist. Learners will make a short presentation, lasting approximately one minute, on a job-related topic, and participate with one other person in a follow-up discussion (maximum four minutes) developing from the presentation. Learners must show evidence of the ability to participate in an extended conversation and to sustain performance with the degree of accuracy required at this level. In addition, learners must use appropriate formal conventions and forms of address to begin and conclude the conversation. The assessment will be supportive and learners will be permitted to request clarification/repetition in the specific language. The evidence will be produced under supervised conditions.			

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Appreciation of Music (cont)	**Written and/or oral evidence** Evidence will be produced at appropriate points throughout the Unit under supervised, open-book conditions. Learners will listen to a wide variety of music, select a minimum of two distinctly different genres and describe the key musical features of each and how these musical features have developed over time. This written and/or oral evidence must be supported by audio recordings of short excerpts of commercial music, which illustrate the distinguishing musical features of the selected genres. Learners are also required to give at least three examples of key individuals/groups that have contributed to each genre, and explain the impact they have had on the genre. Learners should use musical terms accurately and sources of reference must be clearly stated.	**Written and/or oral evidence** Evidence will be produced at appropriate points throughout the Unit under supervised, open-book conditions. Learners will identify and describe at least three distinguishing musical features of that genre and examine the historical and cultural background to the genre. They will also select an individual or group within the genre and describe their musical and cultural contribution to the development of the music genre. This written and/or oral evidence must be supported by audio recordings of short excerpts of commercial music, which illustrate the distinguishing musical features of the selected genres.			
Music: Aural Skills	**Written and/or oral evidence under supervised conditions** The assessment will be closed-book and should last no more than 45 minutes. This assessment should take place on a single assessment occasion towards the end of the Unit.				

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Music: Aural Skills (cont)	Learners must identify the following from aural examples: ♦ the following melodic intervals: unison, tone/major 2nd, major 3rd, perfect 4th, perfect 5th, major 6th, major 7th, octave ♦ the following scales: major, melodic minor and harmonic minor ♦ whether a selection of four bar phrases are in major or minor keys ♦ major and minor triads when played melodically or harmonically ♦ four note chords including major and minor 7ths ♦ ♦ chord names or numbers within three and four chord progressions ♦ ♦ simple and compound time signatures, and dotted rhythms ♦ 4/4, 3/4, 6/8, and 9/8				
Music: Live Performance	**Written and/ or Oral Evidence in open-book supervised conditions** Contribute to the preparation of a programme of music for a live performance. (a) Contribute constructively to the planning of structured rehearsals. (b) Identify the challenges involved in the preparation of the programme(s). (c) Participate effectively during rehearsals. (d) Comply fully with health and safety requirements during rehearsals. (e) Contribute constructively to the production of a technical requirements specification for a live performance	**Written and/ or Oral Evidence in open-book supervised conditions** This evidence must be based on a live performance of at least five minutes' duration, the content of which is an extract from the programme for the planned 20 minute live performance. Evaluate own performance of music at a short live event. (a) Perform part of a programme of music at a short live event. (b) Evaluate strengths and weaknesses of own performance at a short live event. (c) Suggest realistic strategies to improve own performance at future short live events.	**Performance Evidence** Participate in the performance of a programme of music at a longer live event and implement identified strategies for improvement. This evidence must be based on the live performance of at least 20 minutes' duration (a) Perform with sufficient accuracy in pitch and rhythm to communicate the sense of the music. (b) Perform musically by maintaining musical flow and accurately interpreting tempo, phrasing and dynamics. (c) Maintain agreed standards of behaviour. (d) Implement realistic strategies to improve own performance at a live event. (e) Comply fully with health and safety requirements during a live event.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Music: An Introduction to the UK Music Industry	Learners are required to produce written and/or oral evidence. The assessment will require learners to: (a) identify of a minimum of four UK music industry organisations which are linked. (b) describe the roles that these organisations play in the UK music industry. (c) explain the relationships between these organisations. (d) identify a minimum of six careers within the UK music industry. (e) select three employment opportunities in the UK music industry and describe: the roles and responsibilities involved in each; and the key skills required to be successful in each. (f) investigate current UK health and safety legislation and its effect on the UK music industry. (g) investigate current copyright legislation, with specific reference to its impact on the intellectual property of those working in the UK music industry. Evidence can be generated in open-book conditions at appropriate points in the Unit. Learners are expected to provide detailed descriptions at this level.				
Music: Organising a Community-based Musical Activity	**Written and/or oral evidence** Evidence should be gathered under open-book, supervised conditions. Learners should be assessed individually and must identify at least five musical activities suitable for delivery within a community setting. They must identify three community groups who could benefit from such activities. They must describe how each community group would benefit in terms of social awareness, outreach and education. The learner will then select a specific community group and a suitable musical activity. They will investigate their choice of musical activity in terms of practicability, resources, potential funding opportunities and long-term benefits to the group.	**Written and/or oral evidence** Evidence should be gathered under open-book, supervised conditions. The community group involved must be external to the centre. The learner must produce a plan for a community-based musical activity. The completed plan must be clearly structured and cover: ♦ what musical activity has been selected. ♦ who the target community group is. ♦ how the learner intends to carry out the activity. ♦ what resources are required (including personnel and equipment). ♦ when key tasks will be carried out. The completed plan will be submitted to the assessor for approval before commencing Outcome 3.	**Performance evidence** Evidence is required to show that the learner has completed the implementation of the community-based musical activity in accordance with the plan. A checklist will show: ♦ learner progress through the implementation process, with details of where they have adhered/deviated from the original plan. ♦ strategies used by the learner to address problems during implementation. This evidence should be gathered under supervised conditions on one assessment occasion.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Music: Organising a Community-based Musical Activity (cont)			Additional written and/or oral evidence will be required to show that the learner has: ♦ recorded concise details of their progress through the implementation process ♦ briefly recorded any discussions with the assessor at the agreed review dates ♦ evaluated the activity in terms of strengths and areas for improvement The review of progress at agreed times will determine if learners are on track to meet their original objectives. This evidence should be gathered under open-book conditions at appropriate points in the Unit. Unit Specification		
Implementing a Public Relations Campaign	**Written and/ or oral recorded evidence is required.** Prepare a plan for a PR campaign. This will include a minimum of two qualitative and one quantitative objectives, two groups of stakeholders, two PR technique examples and one sponsor with justification.	**Written and/ or oral recorded evidence is required.** Produce materials to support the PR campaign. Evidence of the learner's ability to produce a newsworthy press release of about 200 words in length that relates to the PR campaign in Outcome 1 is required. This must cover content and layout including source of release, date issued, press release title, newsworthy heading, quote from opinion leader, sponsor and contact.	**Written and/or oral recorded evidence** Evaluate the PR campaign. Learners will evaluate their own PR campaigns from Outcomes 1 and 2. Evidence must include a minimum of two qualitative methods and two quantitative methods. This is an open-book assessment		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Implementing a Public Relations Campaign (cont)		Correct grammar, spelling and layout/use of white space should also be assessed. The contact and/or response mechanisms should be included. The learner will also produce a leaflet that has a clear communication for an identified stakeholder identified in Outcome 1. This is an open-book assessment.			
Management of Projects	**Written and/or recorded oral evidence and performance evidence** Produce a project plan while cooperating with others Contribute to the analysis of a project brief. Learners must explain the key aims of the given project, and the key requirements necessary in order to meet the project's aims Identify potential tasks required and resources needed, through discussion and agreement with other team members Produce a project plan which includes details of individual tasks to be allocated, resources required, schedule for implementation/completion, and criteria to be used for evaluation. As a minimum, criteria will include timescales, budget, objectives.	**Written and/or recorded oral evidence and performance evidence** Carry out the project plan while cooperating with others Contribute effectively to negotiating and agreeing on task responsibilities within the team, to support the organisation and implementation of the project Contribute effectively to obtaining identified resources, in accordance with individual task responsibilities Contribute effectively in terms of technical and non-technical skills in accordance with the project brief, allocated role and agreed project schedule Communicate ideas and information effectively to team members Collate information, and bring the project to a conclusion with other team members	**Written and/or recorded oral evidence and performance evidence** Carry out an evaluation of the project Evaluate and describe the effectiveness of the project, using the criteria identified in the initial plan. Evaluate their own performance and contribution to the project Identify areas for improvement. This will include areas for improvement relative to effectiveness of group working, effectiveness of own work, and effectiveness of the completed project in meeting its aims.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Music: MIDI Sequencing	**Product evidence** Create a MIDI sequence. Each learner will: ♦ set up a MIDI sequencer workstation by selecting and connecting equipment and by routing MIDI data. ♦ create MIDI sequences using arrangement/compositional techniques. At least two MIDI sequences should be completed and each must consist of at least four distinct composed/ substantially reworked parts. The playing time of the two sequences should be a minimum of four minutes. Arrangement/compositional elements must include melody, harmony, rhythm, structure and timbre. ♦ Use the following sequencer features: transport controls, metronome, tempo, time signature, looping, MIDI input recording, program change ♦ Save the MIDI sequence to an appropriate medium The evidence for this Outcome will be gathered under supervised conditions at appropriate points in the Unit	**Product evidence** Edit MIDI sequence in accordance with given brief. The brief for Outcome 2 PC (a) will be a MIDI sequence (of at least four distinct parts) which includes intentional errors that the learner will be asked to rectify. The rectified MIDI sequence must be saved to an appropriate medium. The brief for Outcome 2 PC (b) and (c) will be a MIDI sequence of at least four distinct parts The learner will be required to carry out the following editing functions: ♦ Sequence/track/arrangement editing: tempo changes, time signature changes, program changes, markers, structural alterations ♦ Part/region editing: cut/delete, copy, paste, duplicate, transposition ♦ Note editing: pitch, rhythm, velocity, quantise The evidence for this Outcome will be gathered under supervised conditions at appropriate points in the Unit	**Performance and Additional Evidence** Mix a MIDI sequence in accordance with a given brief The brief for Outcome 3 will be a MIDI sequence (of at least four distinct parts) that the learner will be asked to mix. Product evidence, in the form of the mix, is required for this Outcome. Learners will be required to demonstrate the ability to use the following editing and controller functions in mixing: dynamics, fade in, fade out, modulation, volume, expression, panning, sustain, pitch bend. Although the assessor will have an input in monitoring learner progress and in advising on next steps throughout delivery of the Unit, the responsibility for creating and/or editing and saving the completed MIDI file is entirely that of the learner. The evidence for this Outcome will be gathered under supervised conditions at appropriate points in the Unit		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Digital Media: Audio Editing	**Written and/or oral recorded evidence** Demonstrate knowledge of the properties of audio and audio effects. Demonstrate knowledge of the properties of audio and audio effects. Evidence must be obtained under controlled, supervised conditions. The assessment will be closed-book and should last no more than 45 minutes. The instrument of assessment will provide opportunities for the Outcome to be fulfilled by means of sampling across the range of the content of Outcome 1. Where re-assessment is required it should contain a different sample from the range of mandatory content. Achievement can be decided by use of a cut-off score.	**Written and/or oral recorded, product and performance evidence** Outcome 2. Identify and plan the acquisition of digital audio for a specified brief. Outcome 3. Perform the acquisition of digital audio for a specified brief. Outcome 4. Manipulate and store the acquired digital audio to the form required by a specified brief. The assessment must be presented within supervised, controlled and open-book conditions and over an extended period of time. Learners are required to meet the requirements of a specified brief which will indicate the timescales for production and the quality and amount of audio required Learners are required to produce a plan which consists of the following: ♦ An A/V script or storyboard relevant to the specified brief ♦ A detailed plan of activities (production schedule) for acquisition of digital audio media ♦ Risk assessments for planned acquisition activities ♦ A list of the hardware and software resources required ♦ A learner activity log of activities undertaken including evidence of technical and operational problems encountered and resolved ♦ A list of all acquired digital audio content with storage locations and appropriate filenames ♦ A list of the copyright status of all elements of the audio and where required, records of copyright clearances			**Written and/or oral recorded evidence** Outcome 5. Evaluate finished product and own performance in meeting the requirements of a specified brief. Learners will produce a report of at least 150 words of the self-evaluation of the audio production and their personal contribution to the final product.
Sound Engineering and Production	**Product Evidence and written and/ or Oral evidence** Create a multi-track recording in accordance with a given brief.	**Product Evidence** Create an edited stereo mix from a multi-track recording in accordance with a given brief.			

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Sound Engineering and Production (cont)	Each learner will work to a given brief and produce a multi-track recording for this assessment using a minimum of: ♦ six discrete recorded tracks. ♦ two microphone sources. ♦ one line source. ♦ two channels using dynamics control. The recording should be of at least two minutes duration, and at least one part/track should be overdubbed. Each track should be recorded: ♦ at an appropriate signal level. ♦ with as little electrical and background noise as possible. ♦ with appropriate EQ and mic placement to achieve acceptable tonal qualities. Learners are also required to create and maintain a recording log. The recording log should accurately detail: ♦ session progress. ♦ microphone types selected and placements. ♦ recording times. ♦ overdub(s). ♦ a track sheet.	Each learner will work to a given brief and produce a stereo mix from a multi-track recording using a minimum of: ♦ two channels panned. ♦ three channels equalized. ♦ one time domain effect channel. ♦ stereo bus dynamics control. The mixdown should be an edited stereo master.			

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Sound Engineering and Production (cont)	This assessment will take place under supervised conditions at appropriate points in the Unit.				
Digital Photography: Image Manipulation and Print	**Written and/or oral recorded evidence** Research digital file preparation for output and digital output devices. Provide accurate descriptions of a minimum of two 'colour space' models. Provide accurate descriptions of the impact of a minimum of two colour profiles. Describe and compare characteristics of a minimum of two print output materials. Describe and compare characteristics of a minimum of two print devices/ services.	**Written and/or oral recorded evidence** Plan a series of photographs for a digital portfolio to a given brief. A review and evaluation of their own current image catalogue against the requirements of the brief. A review and evaluation of the visual impact of image enhancement/manipulation techniques on their images against the requirements of the brief. A review and evaluation of the visual impact of a minimum of two print output materials and devices. Describe how a range of images are to be originated which will be appropriate for their chosen output and enhancement techniques.	**Product and performance evidence** Manipulate selected digital image files appropriately in relation to the planned Outcome. For a minimum of six digital images. enhance /manipulate images using: adjustment layers; fill layer; vector text; graphics; layers style (mode); layer mask; filters; extending dynamic range Each technique should be used at least once. Use selection tools appropriately; localised tonal control; sharpening; creating a border; print layout; for a minimum of six digital images. Each technique should be used at least once. Produce a minimum of six images appropriate to Outcome planned in Outcome 2.	**Product and performance evidence** Prepare and output enhanced digital image files. Resize images and select the correct resolution for print. Prepare files for print — colour space/ print profiles. Choose output materials which complement the planned Outcome. Choose output devices which complement the planned Outcome. Output a minimum of six printed images correctly, minimum size A4, maximum size A3.	**Written and /or oral recorded evidence** Evaluate finished images. Is required which must include: ♦ a summary of the effectiveness of the image selection in a minimum of 200 words. ♦ an evaluation of the effectiveness of image enhancement techniques used in relation to the brief in a minimum of 200 words. ♦ an evaluation of the appropriateness and impact of the final printed output which reflects peer, self and tutor feedback in a minimum of 200 words.

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Digital Photography: Workflow and Creative Manipulation	**Written and/or oral recorded evidence and product evidence that demonstrates that the learner can:** Research a variety of digital workflow and creative image enhancement software techniques. Compare a minimum of two current software applications including free-wares which assist workflow. Describe at least two methods of using software applications to manage a volume of digital image files. Analyse at least four examples of creative image enhancement techniques which should extend beyond basic image optimisation.	**Written and/or oral recorded evidence and product evidence that demonstrates that the learner can:** Manage digital workflow to a given brief. Show a minimum of two different methods of importing, naming, processing and storing a variety of digital image files types. Use automated features of software applications to modify the name, resolution and size of a volume of digital image files. Safely archive/back-up digital image files using software application features which allow for efficient identification and retrieval of digital image files from a variety of sources. Use a minimum of two methods of locating and retrieving specific digital image files using file information.	**Written and/or oral recorded evidence and product evidence that demonstrates that the learner can:** Enhance digital image files to a given brief. Use a minimum of two software application packages in the enhancement of digital image files. Apply a minimum of three different image enhancement techniques or methodologies to creative visual effect. Prepare enhanced digital image files for a variety of final presentation modes, one of which must be a print minimum size of A4/maximum A3.	**Written and/or oral recorded evidence that demonstrates that the learner can:** Evaluate the effectiveness of digital asset management and image enhancement techniques. Evaluate the workflow efficiencies realised through the use of a minimum of two different software packages. Evaluate the creative enhancement potential of a minimum of two software applications upon digital images. Evaluate the creative impact of a minimum of three image enhancement techniques used.	

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Photography: Portfolio Production	**Written and/or oral recorded evidence and product evidence** Produced under open-book conditions is required. Plan a photographic portfolio. Research material outlining portfolio requirements of two intended audiences. Collated relevant existing images. An evaluation of existing images identifying strengths and weaknesses and suitability for inclusion in a portfolio for an intended audience selected by the learner. A detailed plan of action to support the production of the portfolio for the selected intended audience.	**Product Evidence** Produce a photographic portfolio appropriate to an intended audience Production of a portfolio containing a minimum of 12 photographic images. Learners must work to a clear given brief which relates to the plan produced in Outcome 1. Six images must be newly generated. Images may be produced from film or digital source. Images must be produced at a standard suitable for the requirements of the intended audience. Images will be presented as traditional prints, electronic display or digital print.	**Written and/or oral recorded evidence and product evidence** Evaluate the effectiveness of the portfolio content and presentation. A detailed evaluation, of 500–700 words, of the effectiveness of the portfolio in meeting the requirements of the brief. The evaluation should include: ♦ justification for the chosen images in relation to the intended audience and the learner's personal photographic interest. ♦ a reflective account of the learner's creative approaches, equipment used, skills and techniques employed. ♦ reasons for the choice of presentation format.		
Digital Photography: Basic File Optimisation	**Written and/ or oral recorded evidence** This evidence will be produced under open-book conditions. Research file management software and basic image optimisation techniques. Correctly describe a minimum of two methods for the efficient importation of multiple digital image files.	**Written and/or oral recorded evidence and product evidence** Use appropriate software packages to carry out file management and basic image optimisation. Learner can import, optimise and save images is required. The learner should work to a clear, given brief that provides details of the image file management and optimisation they are to undertake.	**Written and/or oral recorded evidence and product evidence** Evaluate file management techniques and software applications. A comparison of original camera files and resulting optimised images.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Digital Photography: Basic File Optimisation (cont)	Identify a minimum of four of the following key controls: camera file resolution, file compression, ISO and digital noise, file resizing and resolution, image sharpening techniques, sensor artefact removal/retouching, colour correction and tonal control techniques. Clearly outline the software applications and procedures available for the efficient naming and storing of image files using metadata. Describe a minimum of two software applications which will allow exportation of stored image files	These image file management and optimisation tasks will include the: Use of software to import, name and duplicate a batch of a minimum of ten original camera files. Use of software to rate image files. Use of software to enhance the visual impact of the original image using cropping tools, levels controls, colour correction, curves, healing brush where appropriate. Use of software to apply adequate sharpening to digital image files. Use of software to prepare both high and low resolution image file types correctly. Use of software to save image files in an appropriate format.	Identification of the workflow efficiencies achieved through the use of software packages. Evaluation of the effectiveness of digital devices and digital asset management. Learners can present images in an electronic format or using an online photo management and sharing web site or as hard print copy. Minimum size A5 or 5'x7'.		
Photography: Portraiture Skills	**Written and/or oral recorded evidence and product evidence** Research the photographic styles and techniques used in historical and contemporary photographic portraits. Five different photographic portraits which learners have personally selected.	**Product evidence in the form of five different finished photographic portraits which the learner has produced, on their own, is required for this Outcome.** Produce finished photographic portraits in a studio and on location to a given brief.	**Written and/or oral recorded evidence which the learner has generated in open-book conditions** Evaluate the finished photographic portraits The learner will select three finished photographic portraits from Outcome 2 for evaluation. This evaluation should be approximately 400–500 words.		

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Photography: Portraiture Skills (cont)	The range of portraits selected must: ♦ reflect different historical and contemporary styles of portraiture. ♦ be examples of formal and informal portraiture. ♦ have been taken in a studio and on location. The term contemporary will mean within the last 30 years. It would be appropriate for this evidence to be in the format of a traditional or electronic annotated workbook.	The learner must work to a clear, given brief which details that the finished images must: ♦ include a minimum of one studio and a minimum of one location portrait. ♦ demonstrate the correct use of all the following lighting techniques: 45 degree lighting; side lighting; rim lighting; frontal lighting; controlled natural window lighting by producing photographs for each lighting type. ♦ demonstrate their ability to produce technically accurate and aesthetically pleasing photographic portraits. It would be appropriate for this evidence to be presented in the format of traditional prints, electronic display or digital print. The minimum print size should be 6 x 4" (10 x 15 cm).			

6 Guidance on approaches to delivery and assessment

Content and Context

This Group Award has been designed to allow centres to provide a flexible and progressive framework. The 3 double-credit mandatory Units and the broad range of optional Units provide extensive opportunities to offer programmes of study that respond to both local and national needs.

Centres are encouraged to use a variety of approaches to assessment. Specific assessment approaches may be stipulated by individual Units from the optional section and should be adhered to for the assessment to remain valid. Where a Unit allows flexibility in assessment approaches, centres are encouraged to seek prior verification from SQA particularly if adapting existing assessments. Some Units or combinations of Units will afford holistic approaches to assessment and this approach is encouraged where appropriate.

To develop workforce skills, centres are encouraged to provide opportunities for learning, teaching and assessment on live projects involving internal or external clients. This approach could provide opportunities for collaborative working within and across departments, across disciplines and involve external commercial, social or community partners.

The optional Units cover the following subject areas:

Acting and Theatre, Drama and Musical Theatre	Fashion	Music
Art and Design and Graphic Design	Jewellery	Music Business
Computer Gaming and IT	Journalism, Media, Radio and Television	Music Technology and Sound Production
Dance	Languages for Work	Photography and Printmaking

The mandatory Units focus on developing essential vocational skills required of a flexible and responsive creative workforce. These mandatory Units promote an integrated approach to knowledge and skills development as well as holistic assessment opportunities with Units from the optional section. The mandatory Units prepare learners for effective working as creative individuals, effective contributors and collaborators in creative teams, build confidence for engaging with clients, peers, and taking their creativity to potential market-place opportunities.

A typical 'real-life' scenario might involve:

♦ the client providing 'the creative' with a brief.
♦ 'the creative' responding to the brief and planning for the creative process.
♦ the implementation of the creative process.
♦ checking-in and reviewing with the client and applying adaptations if required.
♦ presenting to the client and concluding the job.
♦ adapting the creative process or product to meet 'just in-time' demands of consumers and new clients.

Centres are encouraged to seek out opportunities for individuals or small groups to build experience and skills by providing a creative product or service to internal departments or other curriculum areas, eg producing promotional and marketing materials for courses, photographing events run by students or staff, creating audio or visual content, designing learning experiences, supporting student associations. These opportunities could extend to pop-up shops, local community organisations, schools, the voluntary sector and more. The project based learning approach will guide and support learners through individual, small-group, mentored and industry led projects. New entrants to the creative industries and progressing students alike will benefit from an authentic approach to the acquisition of knowledge and development of skills that are essential for successful contributors to the creative economy.

A number of Units in the award have an Assessment Support Pack (ASP) which provides sample assessment material including an instrument of assessment, specified briefs and checklists. Centres wishing to develop their own assessments should refer to the ASPs to ensure a comparable standard. Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met.

6.1 Sequencing/integration of Units

The double-credit mandatory Units require a notional delivery of 80 hours each and it is highly recommended that they are delivered across the academic year in conjunction with the optional Units where practicable. Depending on the Units being delivered, centres have opportunities to integrate the mandatory Units with whole Units or Outcomes from the optional section to provide a holistic approach. This should provide a varied and interesting course for learners by facilitating contextualised learning and teaching. Assessment Support Packs for each of the three mandatory Units are available giving further guidance on approaches to delivery and assessment.

For centres offering a three-term trimester timetable the suggested sequence would be

Term 1   **Creative Industries: Understanding a Creative Brief**
1   Analyse the language and structure of creative briefs
2   Explore the roles and responsibilities of clients and creative teams
3   Respond to a creative brief

Term 2   **Creative Industries: Working with a Creative Brief**
1   Create a production plan to meet a creative brief
2   Implement the production plan to meet a creative brief
3   Participate in a formal review with the client

Term 3   **Creative Industries: Presenting a Creative Product**
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

Centres that divide the academic year into two Semesters would allocate the time proportionally.

The key knowledge and skills in *Creative Industries: Understanding a Creative Brief* underpins occupational skillset and informs approaches to working in the creative sector and therefore it is recommended that this Unit is delivered early in the academic year. Outcomes 1 and 2 provide opportunities for learners acquire the foundation skills of investigating, analysing and evaluating the purpose, language and structure of creative briefs. As with acquiring skills in a foreign language, the ability to understand and use the language of creative briefs and approaches is a key skill that enables successful projects particularly where the talent and creativity of individuals needs to be managed and structured in a way that meets the client's intentions.

Outcome 3 then provides initial opportunities to consolidate understanding of a brief through a range of activities which allow learners to identify their strengths and interests individually and/or collaboratively prior to undertaking the Unit *Creative Industries: Working with a Creative Brief*. They will gain experience of ways in which they might interpret a brief in order to effectively and efficiently respond to its demands. Using case studies and through mentored workshops and small-group activities they will investigate and consider the range of interdependencies, completion milestones, impact of the process on the end product as they attempt to meet the client's needs.

Centres may find it beneficial to contextualise the Units across a varied programme. For example, one that contains a breadth of skills development across similar but different disciplines such as Photography with Graphic or Art and Design, or Drama/ Dance with Events Management or Jewellery with Photography and Website Design. This would allow development of skills and knowledge across the creative disciplines, eg, recognising where there is commonality, individual nuances or specific differences, thereby deepening the learner's experience. This is particularly the case where each occupational skillset has its own language and taxonomy for creative and technical processes.

This deepening of the learning could be achieved by apportioning an appropriate balance of delivery time for formative and summative activities across the disciplines. However, great care must be taken not to provide artificial barriers to achievement by over-assessing the Outcomes or Units.

Having completed the Unit *Creative Industries: Understanding a Creative Brief*, learners should be able to confidently approach both *Creative Industries: Working with a Creative Brief* and *Creative Industries: Presenting a Creative Product*. These Units will allow further opportunities to provide holistic delivery with other Units from the Optional section of the framework.

Creative Industries: Working with a Creative Brief is similar to many project-based Units. The first two Outcomes could be integrated with other projects where the process and subsequent product provides the evidence for other Outcomes. The key difference with this Unit at SCQF level 6 compared to other projects is that the learner will participate in a formal review with the client. They will present their work to the client and illustrate how it has met the demands of the creative brief. This will allow the client to gain an insight into the learner's working methodology and an opportunity to give pragmatic advice during a formal review. A key skill to be developed in this Outcome is the participation in a professional dialogue with the client. This will enable learners to reflect on the process and their own performance and use this experience as a basis for future projects. Care should be taken if this Unit is delivered holistically so that the opportunity for the assessment of Outcome 3 is naturally part of the project.

Creative Industries: Presenting a Creative Product would ideally be delivered towards the end of the academic year as it provides learners with the opportunity to test and realise the market potential of a product or service that they have created in response to a creative brief.

This product could be could be the output from the brief in *Creative Industries: Working with a Creative Brief* or a different brief related to a project that encompasses one or more of the Units or Outcomes from the Optional section. Learners will develop a range of skills and demonstrate how these apply to all stages of the creative process - communication, presentation, promotion, marketing, selling and critical evaluation. A particular focus of *Creative Industries: Presenting a Creative Product* is practical awareness and understanding of the principles of Intellectual Property and how these are applied to a product, design or process. This Unit will also allow learners to focus on the skills involved in enterprise and entrepreneurialism. This is particularly relevant due to the nature of working in the creative economy where creative individuals and teams need to be able to spot opportunities, evolve and adapt quickly to the changing demands of consumers and participants in the creative industries.

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**.

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.

6.2.1 Articulation and/or progression

The NC in Creative Industries at SCQF level 6 is designed to allow progression on to related HNC/HND Group Awards including the following:

♦ Art
♦ Creative Industries
♦ Communications, Media and Journalism
♦ Computing, IT and Related Areas
♦ Events
♦ Fashion and Textiles
♦ Music, Sound Production and Music Business
♦ Performing Arts

Centres have the flexibility to choose Units from the optional section of the framework in a way that provides progression routes tailored to their own curriculum planning needs.

6.3 Opportunities for e-assessment

E-assessment is not appropriate for some of the practical aspects of this qualification. However, centres are encouraged to use e-portfolios, blogs, wikis, social media, video diaries, etc. as they can be used to support the reflective, evaluative and contextual aspects of the qualification where possible. Individual Unit Specifications provide further guidance on the use of e-assessment.

6.4 Support materials

A list of existing ASPs is available to view on SQA's website.

6.5 Resource requirements

Centres must be satisfied through their own internal Quality Assurance systems that they are able to deliver the selected Units.

It is recommended that delivery staff and assessors have the necessary skills and experience of delivering the mandatory and optional Units. Centres should also be satisfied that they have sufficient resources for the successful delivery of all the Units. This particularly applies to specialist and potentially high-cost technical workshop spaces and equipment, eg Jewellery, Dance/Drama, Photography.

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 can be found on our website **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)**.

8   Glossary of terms

Creative: *noun* a person whose job, role or vocation involves creative work, the person who interprets a Creative Brief and undertakes the Creative Process.

Creative Brief: Ideally a succinct document or statement that signposts the Creative Process given by the Client to the Creative individual or team.

Creative Economy: a term first used by the National Endowment for Science Technology and the Arts (NESTA) and subsequently used by the Department of Culture Media and Sport (DCMS) It combines workers in the established Creative Industries Sectors with workers who are not part of the established Creative Industries Sectors who display a high intensity of creativity in their job.

Creative Process: is the application of creativity to a series of events. These events can be sequential, iterative, recursive, regenerative, closed-loop, open-loop, cybernetic.

Creative Product: for the purposes of this qualification a Creative Product is a tangible artefact that is the output of a Creative Process. The Product can be a physical object, a virtual/ electronic asset that can be stored and recalled, a performance, a service involving creativity, eg a performance that acts as an instructional or learning object.

DCMS: Department of Culture Media and Sport UK Government

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

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

♦   Learners may not be entered for the Group Award
♦   The Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

♦   The Group Award will be deleted from the relevant catalogue
♦   The Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦   No new centres may be approved to offer the Group Award
♦   Centres should only enter learners whom they expect to complete the Group Award during the defined lapsing period

NESTA: National Endowment for Science Technology and the Arts is an independent charity that works to increase the innovation capacity of the UK.

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**.

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.

Subject Unit: Subject Units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

STEM: Science Technology Engineering and Maths; a collection of subjects that form a specific agenda to address imbalances in overall uptake of these subjects and the gender balance which is generally under-represented by women.

STEAM: A collection of subjects that includes the Arts in the STEM agenda. The STEAM agenda recognises the STEM agenda and broadens it to include creative industries and the arts significant role alongside STEM in promoting cultural and socio-economic wellbeing.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a Unit is revised by another Unit:

♦ No new centres may be approved to offer the Unit which has been revised.
♦ Centres should only enter learners for the Unit which has been revised where they are expected to complete the Unit before its finish date.

Version Number	Description	Date
11	**Revision of Units:** FR2F 12 Digital Photography: Basic File Optimisation has been revised by J6T4 46 Digital Photography Basic Digital File Management and Editing. FR2F 12 will finish on 31/07/2025. FR2G 12 Digital Photography: Image Manipulation and Print has been revised by J6T5 46 Digital Photography: Image Preparation for Print and Digital Destination. FR2G 12 will finish on 31/07/2025. FR2H 12 Digital Photography: Workflow and Creative Manipulation has been revised by J6T6 46 Digital Photography: Workflow and Creative Enhancement. FR2H 12 will finish on 31/07/2025.	12/09/22
10	**Revision of Units:** Gaelic (Learners) for Work Purposes FC3D 12 has been replaced by Gaelic for Work Purposes J631 46.	25/02/2022
9	**Revision of unit codes:** H28S 11 Understanding Photography (finish date 31/07/2022) has been replaced by J4GA 45 Understanding Photography (start date 01/08/2020). H28V 11 Photographing People (finish date 31/07/2022) has been replaced by J4GB 45 Photographing People (start date 01/08/2020). H28W 11 Photographing Places (finish date 31/07/2022) has been replaced by J4GC 45 Photographing Places (start date 01/08/2020). H28T 11 Working with Photographs (finish date 31/07/2022) has been replaced by J4GD 45 Working with Photographs (start date 01/08/2020).	July 2020
8	**Revision of unit codes:** Unit codes were updated for the following units: Dance: Technical Skills H22R 75 (J28B 75) Dance: Technical Skills H22R 76 (J28C 76)	

Version Number	Description	Date
	Dance: Choreography H22S 75 (J28D 76) Dance: Choreography H22S 76 (J28E 76) Drama Skills H231 76 (J28T 76) Drama: Production Skills H232 76 (J28Y 76) Art and Design: Expressive Activity H202 75 (J1YA 75) Art and Design: Expressive Activity H202 76 (J222 76) Art and Design: Design Activity H204 75 (J1YC 75) Art and Design: Design Activity H204 76 (J223 76) Media: Analysing Media Content H235 75 (J297 75) Media: Analysing Media Content H235 76 (J298 76) Media: Creating Media Content H238 75 (J299 75) Media: Creating Media Content H238 76 (J29A 76) Music: Composing Skills H23V 75 (J2AF 75) Music: Composing Skills H23V 76 (J2AG 76) Understanding Music: H23X 75 (J2AH 75) Understanding Music: H23X 76 (J2AJ 76) Music Performing Skills H240 75 (J2AK 75) Music Performing Skills H240 76 (J2AL 76) Music Technology Skills H243 75 (J255 75) Music Technology Skills H243 76 (J256 76) Understanding 20th and 21st Century Music H245 75 (J257 75) Understanding 20th and 21st Century Music H245 76 J258 76) Music Technology in Context H247 75 (J259 75) Music Technology in Context H247 76 (J25A 76) Photography: Image Making H4KT 76 (J208 76) Photography: Contextual Imagery H4KV 76 (J209 76) The unit content and assessment for all of the units is unchanged	25/09/2019
7	**Addition of Units**: *Music Technology Skills* H243 75 and *Music Technology Skills* H243 76 have been added to Optional Units section.	30/08/2018
6	**Revision of Unit:** Computer Games: Design (F915 12) has been revised by Computer Games: Design (HX9V 46) and will finish on 31/07/2020 **Revision of Unit:** Computer Games: Media Assets (F916 12) has been revised by Computer Games: Media Assets (HX9W 46) and will finish on 31/07/2020 **Revision of Unit:** Computer Games: Development (F917 12) has been revised by Computer Games: Development (HX9X 46) and will finish on 31/07/2020	May 2018
5	**Revision of Unit**: Digital Media: Audio Editing (F1KT 11) has been revised by Digital Media: Audio (HW4W 45) and will finish on 31/07/2020. **Revision of Unit**: Digital Media: Video Editing (F1KV 11) has been revised by Digital Media: Moving Images (HW4Y 45) and will finish on 31/07/2020.	December 2017

Version Number	Description	Date
4	The units *Computing: Animation Fundamentals (F1KB 11)* and *Computer Games: 3D Modelling and Animation (H2CF 12)* have been added to the optional section of the National Certificate in Creative Industries (GL44 46) Group Award.	July 2017
3	This unit HJ2W 45 Dance: Scottish Step has been created for the Scottish Studies Award at National 5 Level and has been added to this framework as an optional provision to the Dance: Alternative unit (FH5V 11).	April 2017
2	**Revision of Unit**: F390 11 Marketing: Basic Principles *has been revised by* HJ30 45 Marketing: Basic Principles and Applications *and will finish on* 31/07/2019.	February 2017

Acknowledgement

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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 NC Creative Industries level 6 is an exciting award designed to let you explore your creativity, develop your talents and provide viable routes to employment or to higher qualifications such as HNC/HND and Degree.

There are excellent opportunities for women and men of all ages to start a career in the Creative Industries. You could be working for a small company in small teams, working in bigger organisations with different departments or working for yourself either as a freelance worker or running your own business. Do you like a challenge? Do you like working on your own? Working in Teams? Growing faster than every other industry, the UK Creative Industries are widely recognised around the world as being very successful and lead the way in providing opportunities for both individuals and groups of like-minded people.

You will be learning about the varied and exciting job roles and careers in the Creative Industries and the wider creative economy. Jobs and careers in the creative industries often differ greatly to more traditional industries and as such you will be encouraged to think how you might create your own opportunities or have the ability to make the most of opportunities that already exist.

You will be acquiring valuable transferable skills including problem solving, team-working, self-discipline, creative approaches, resource management, project management and more. You will also learn about Intellectual Property (IP), how to safe-guard it and how to legally exploit it for your own benefit and the benefit of others.

The development of your creativity and talent as well as your knowledge and skills in the creative sector could have both direct and in-direct benefits to our society. Imagine a world without media content; no smart phones, no computer games, no music, no theatre, dance or drama, no radio, television or film, DVD/Blu-ray. Could it be worse? Yes! Imagine that all your clothes, packaging for the things you consume, living accommodation, transport and more came in right-angled designs only available in grey. The world we live in is filled with the products of creative imagination, designs, processes and products of individuals and collaborative groups.

The mandatory Units will equip you with knowledge and skills to enable you to: interpret creative briefs and work with a client, develop the brief through a creative process and deliver the creative output to a client or market or both. These mandatory Units will form the back-bone of the award and additional optional Units will come from the following subject areas depending on the focus of your learning programme:

Acting and Theatre, Drama and Musical Theatre	Fashion	Music
Art and Design and Graphic Design	Jewellery	Music Business
Computer Gaming and IT	Journalism, Media, Radio and Television	Music Technology and Sound Production
Dance	Languages for Work	Photography and Printmaking

Successful completion of this award could allow you to progress to Higher National programmes of study in related areas that develop further specialist knowledge and skills and help prepare you for an exciting and life-affirming career in the creative economy.