



Group Award Specification for:

Film and Screen Award at SCQF level 5

Film and Screen Award at SCQF level 6

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1. Introduction

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 higher education institutes (HEIs) of the aims and purpose of the qualification.
- Provide details of the range of learners the qualification is suitable for and progression opportunities.

Rationale for the development of the award

The purpose of this qualification is to provide a broad, investigative, creative and practical experience of film and screen as an expressive art.

‘As an expressive art, screen culture is still young, dynamic and expanding. The first moving images were created just over 100 years ago. Today, screen culture encompasses film, TV, digital media and video sharing, extended reality (XR) and video games. It has become the dominant means of communication and information for Gen Z and beyond, and a powerful means of expression, knowledge sharing and international soft power.’ British Film Institute. (2022). Our ten-year strategy: Screen culture 2033. London: BFI.

These awards will support learners in understanding film and screen through engaging with it in practice. The Film and Screen Awards will focus on building an understanding of the power of film and screen to inform, entertain, engage and persuade its audiences from a practical perspective. The award is intended to support personal development including meta-skills, allow for creative expression and experimentation whilst having the ability to develop skills across the range of roles that exist in the film and screen industry with an emphasis on craft and production roles.

Why Film and Screen?

The National Foundation for Educational Research outlines a set of learning outcomes achieved through film and screen education as follows:

- Affective outcomes: immediate enjoyment; wellbeing and therapeutic; sense of achievement or satisfaction; immediate motivation.
- Film knowledge, appreciation and skills: film knowledge: film appreciation; film skills and techniques; interpretative skills; making aesthetic judgements.
- Social and cultural knowledge: social and moral issues; environment and surroundings; cultures, traditions and cultural diversity.
- Knowledge, skills and appreciation beyond moving image: where the content of the project is directly related to other curriculum areas; and serendipitously (for example, an animation project leading to development in drawing skills).
- Thinking skills: cognitive capacities, concentration, focus and clarity; problem-solving skills.
- Developments in creativity: feeling more creative; ability to explore and use given ideas; capacity to be imaginative and creative; capacity to expand and experiment; developments in risk-taking.
- Communication and expressive skills: communication and expressive skills through the artform; generic communication skills.
- Personal development: sense of self and identity; self-esteem; self-confidence; moving image confidence; sense of maturity.
- Social development: working with others and teamwork; social relationships; social awareness of others.
- Changes in attitudes towards and involvement in film: attitudes to learning about moving image; positive image of ability in moving image; attendance and behaviour during project activities; participation in moving image beyond school; attitudes towards careers in film.

(Kinder,K, et al, 2007)

Background and the pilot phase

53% of school-leavers are interested in pursuing a career in the film and television industry, only 18% believe it is realistic for them. 71% believe the sector is too difficult to get into unless you're well connected or know someone in the industry. Survey: 82% of school leavers think TV career unrealistic — Televisual.

Screen Scotland have developed a film and screen curriculum from early years to the senior phase in schools which began testing in January 2023. The curriculum was developed by Screen Scotland through consultation with representatives from all stages of education, including teachers, the film and screen industry, Education Scotland and SQA.

Curriculum development has been led by the Screen Scotland Education Team and is supported by two Curriculum Evaluation and Advocacy Networks (CEAN).

The Film and Screen Awards at Scottish Credit and Qualifications Framework (SCQF) level 5 and 6 began piloting in August 2023. Five Schools from across Scotland were supported by Screen Educators in Residence to test the qualifications. A further year of piloting began in August 2024 with the addition of testing in college setting through a Schools College Partnership.

Lauren Lamarr, Producer at Glasgow-based independent production company Blazing Griffin said: "Working to include Film and Screen in the Scottish Curriculum is incredibly important in the long term for our booming industry, to cultivate a pipeline of new and diverse talent across all areas. However, in a world where a huge portion of our news, artistic content, cultural messaging and worldwide events are channelled to us through our screens, it has never been more important for our young people to learn about screen literacy. Not only will this curriculum introduce them to exciting career prospects, it will teach them how to express their art on screen and empower them to analyse the messages and content that they consume throughout their lives."

Findings from the pilot phase

During the pilot phase, over 10% of pupils chose the Film and Screen Award in their subject options choice.

Of those who completed the programme of learning in full, 100% successfully achieved the Film and Screen Award at the level they were studying.

25% of pupils who achieved the Film and Screen award altered their tertiary education study choice to film and screen related activity.

Evaluation process

The Film and Screen award pilot was evaluated alongside Screen Scotland's draft Film and Screen Curriculum at Broad General Education (BGE). The evaluation process included:

- Daily evaluations by Screen Educators in Residence and Teachers
- Monthly evaluations by Screen Educators in Residence and Teachers
- Quarterly evaluations from school leaders
- Quarterly evaluations from pupils (with further feedback included in daily evaluations)
- Evaluation by parents on young peoples' experiences
- In Phase Three of the programme further evaluation data was gathered via the Curriculum Support Team provision

Successes

The draft film and screen curriculum, which incorporates the SQA Film and Screen Awards, has been tested in local authorities across Scotland, involving more than 45 schools and 6000 pupils. The pilot Film and Screen Award has created opportunities for success in practical filmmaking, with pupils engaging in preproduction, production and postproduction activity which reflects the film and screen industries. Teachers have reported increased engagement, improved attendance and better success rates for pupils who have engaged with the pilot Film and Screen Awards. This ranges

from improved literacy and numeracy attainment, to increased health and wellbeing, to development of meta skills across communication, collaboration and problem solving. For some pupils, traditional literacies' success criteria do not create the framework to best demonstrate divergent thinking and creative practice. The pilot Film and Screen awards have created a success focussed environment for learners with differing skillsets to thrive in individual and group learning settings.

Learnings

The pilot testing of the film and screen awards has supported better understanding of how to implement industry reflective practice and terminology and to refine each award to develop assessment standards which can be achieved holistically or sequentially. The capacities of learners to develop work which reflects the SCQF level has been scrutinised and adapted to create appropriate differentiation between the level five and level six awards. Through the pilot programme, the need for process based, and production based development of work was identified, resulting in the level five award being process based without the need for final product, and the level six award required to include a final product, aligning with a meaningful progression pathway which allows learners to study at level five then level six, or to jump straight to level six, depending on their skills sets and ambitions.

The film and screen industry

Scotland's film and television industry has been resilient over the past few years, adapting to change and attracting productions from across the world. New studios have opened, creating a 38% increase in employment and 39% increase in economic impact between 2019 and 2021. The most recent survey for the broad screen sector in Scotland (2021) reports an overall economic contribution to Scotland's economy of £627.1 million, employing the equivalent of 10,949 full time employees. Screen Scotland is committed to building an ecosystem that supports year-round productions, from outwith Scotland and locally generated, to enable crew and talent to have a sustainable career in Scotland. The Film and Screen Award will support the embedding of a film and screen curriculum in schools, give every child the opportunity to learn about film and screen, creating a level playing field for anyone who wants to work in the industry and support the pipeline of crew and talent needed to fulfil these roles.

Title and aims of the award

Through considerable consultation and discussion on the title of the Awards it was decided that 'Film and Screen' was the best fit. It represents all screen content from the cinema screen to the phone screen with the flexibility to include, for example, video art, television, advertising or social media content.

The Film and Screen Awards will give learners a broad, investigative, creative and practical experience of film and screen as an expressive art. These qualifications can be awarded either on a unit-by-unit basis, or as group awards at SCQF levels 5 and 6.

Target group

There is a wide target group for the Film and Screen Award. It is suitable for learners who have an interest in and may be considering a career in film and screen as well as those whose interest is more general.

No prior knowledge or experience in film and screen is needed to undertake these Awards.

Employment opportunities

There may be opportunities to study other qualifications related to film and screen, and / or further develop skills that will help gain employment.

Developing the learner's understanding of the creative elements, practical skills, roles, etiquette and workflow within film and screen will support pathways to employment in the industry and progression to further studies.

There are multiple pathways to progress into film and screen, including:

- College
- University
- Work placements
- Traineeships

- Community groups
- Online training
- Learning on your own and / or with peers
- Practice
- Bursaries
- Industry training bodies

Entry and progression routes

There are a number of qualifications offered which provide progression to and from the Film and Screen Awards at SCQF levels 5 and 6. These are shown in the tables in section 2.1.

SCQF level	NQ	HNC / HND	SVQs / CBQs
10	Honours Degree	Honours Degree	Honours Degree
9	Ordinary Degree, for example BA Television; BA Film Making and Screenwriting	Ordinary Degree, for example BA Television; BA Film Making and Screenwriting	Ordinary Degree, for example BA Television; BA Film Making and Screenwriting
8	Not applicable	HND: Television HND: Radio HND: Media and Communication	Not applicable
7	Not applicable	HNC: Television HNC: Radio HNC: Media and Communication	Diploma in Creative Media (SCQF level 7)

SCQF level	NQ	HNC / HND	SVQs / CBQs
6	Film and Screen Award NC Creative Industries NC Media NPA Film and Media NPA Creative and Digital Media: Technologies, Processes and Practices Media Higher	Not applicable	Foundation Apprenticeship for Creative and Digital Media
5	Film and Screen Award Skills for Work Creative Industries National 5 NC Creative Industries NPA Film and Media NPA Television Production NPA Radio Broadcasting NPA Animation NPA Digital Animation Media National 5	Not applicable	Not applicable
4	Skills for Work: Creative Digital Media National 4 NPA Creative Industries Media National 4	Not applicable	Not applicable
3	Media National 3	Not applicable	Not applicable

2. Qualification structure

Each group award is made up of 3 SQA unit credits comprises 24 SCQF credit points. A mapping of Core Skills development opportunities is available in section 5.3.

2.1 Structure

Film and Screen Award (SCQF level 5)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J8G1	45	Film and Screen: Elements	1	6	5
J8R2	45	Film and Screen: Roles	1	6	5
J8G3	45	Film and Screen: Creative Project	2	12	5

Optional units:

There are no optional units in this framework.

Film and Screen Award (SCQF level 6)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J8G1	46	Film and Screen: Elements	1	6	6
J8R2	46	Film and Screen: Roles	1	6	6
J8G3	46	Film and Screen: Creative Project	2	12	6

Optional units:

There are no optional units in this framework.

3. Aims of the qualification

The Film and Screen Awards are designed to provide learners with skills and knowledge in film and screen elements, craft and technical roles and working on creative projects. Their aim is to provide a broad, investigative, creative and practical experience of film and screen as an expressive art.

3.1 General aims of the qualification

In general, the Film and Screen Awards will:

1. Develop practical skills and techniques that are relevant to film and screen.
2. Develop creativity in film and screen making.
3. Develop communication and expressive skills.
4. Enhance learners' digital skills.
5. Enhance learners' employability skills.
6. Develop transferable skills, including core skills and meta-skills.
7. Enhance learners' confidence, self-belief and resilience.
8. Enable progression within the Scottish Credit and Qualifications Framework (SCQF).

3.2 Specific aims of the qualification

More specifically, the Film and Screen Awards will provide learners with the opportunity to:

1. Develop an understanding of the elements used in film and screen.
2. Practise experimenting, testing and refining elements used in film and screen production.
3. Develop an understanding of the roles required in film and screen production.
4. Develop, through practice, skills, knowledge and professional behaviours required for a particular role or roles.
5. Develop ideas suitable for film and screen production.
6. Develop practical skills in planning and creating a film and screen production.
7. Develop collaboration skills as part of a film and screen crew
8. Develop the ability to evaluate projects.
9. At level 5, to enable progression to the level 6 Film and Screen Award.
10. At level 6, to enable progression to further study in related subject areas.

4. Recommended entry to the qualification

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 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:

- Although there are no specific qualifications needed for entry to the Film and Screen Award, it would be beneficial if the learner had some previous experience of subjects related to the creative industries.
- Learners without prior qualifications may be able to demonstrate prior skills and knowledge they have developed doing relevant course work, personal projects, work experience or voluntary activities.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would 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	<p>Good listening and communication skills are required.</p> <p>Learners will need to be able to:</p> <ul style="list-style-type: none"> • interpret written, verbal and visual communication • undertake research and present findings • communicate ideas and take part in group discussions
Numeracy	4	<p>Depending on the activities within the area of study, learners may need to:</p> <ul style="list-style-type: none"> • take measurements required to design costumes and props • specify quantities of various resources • prepare schedules or scripts / story-boards involving time sequences • edit time-based materials to a running order
Information and Communication Technology (ICT)	4	<p>Depending on the activities within the area of study, learners will need to use ICT to:</p> <ul style="list-style-type: none"> • gather, interpret and present information related to their creative processes • plan, co-ordinate and execute creative processes • develop and refine creative content • deliver creative content to a wider audience

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Problem Solving	4	<p>Learners will need to be able to demonstrate:</p> <ul style="list-style-type: none"> • critical thinking at basic levels in a creative context • planning and organising at basic levels as they work through their creative processes • 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	<p>Learners will need to be able to:</p> <ul style="list-style-type: none"> • identify their own role and that of others • achieve shared goal as part of the Film and Screen: Creative Project unit. • analyse and adapt behaviours in a practical setting. • work as part of a creative team throughout the production process

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 the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Note: See section [3.1 General aims of the qualification](#) and section [3.2 Specific aims of the qualification](#) for details of the aims.

Film and Screen Award (SCQF level 5)

Unit code	Unit title	General aims	Specific aims
J8G1 45	Film and Screen: Elements	1 to 8	1, 2, 3, 4 and 8
J8R2 45	Film and Screen: Roles	1 to 8	1 to 8
J8G3 45	Film and Screen: Creative Project	1 to 8	1 to 8

Film and Screen Award (SCQF level 6)

Unit code	Unit title	General aims	Specific aims
J8G1 46	Film and Screen: Elements	1 to 8	1, 2, 3, 4, 5, 6 and 8
J8R2 46	Film and Screen: Roles	1 to 8	1 to 8
J8G3 46	Film and Screen: Creative Project	1 to 8	1 to 8

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

Unit code	Unit title	National Occupational Standards (NOS) code
J8G1 45	Film and Screen: Elements	Not applicable
J8R2 45	Film and Screen: Roles	SKSGS10, SKSGS13, SKSGS16, SKSPI10, SKSPI18, SKSGS2
J8G3 45	Film and Screen: Creative Project	SKSGS10, SKSGS13, SKSGS14, SKSGS16, SKSP1, SKSP12
J8G1 46	Film and Screen: Elements	SKSGS14
J8R2 46	Film and Screen: Roles	SKS HSS1, SKSGS10, SKSGS13, SKSGS16, SKSPI10, SKSPI18, SKSGS2
J8G3 46	Film and Screen: Creative Project	SKS HSS1, SKSGS10, SKSGS13, SKSGS14, SKSGS16, SKSP1, SKSP12

Sector Skills Council	NOS	NOS Title
Screenskills	SKS HSS1	Make sure your own actions reduce risks to health and safety
Screenskills	SKSGS10	Work effectively with colleagues, partners and suppliers in the creative industries
Screenskills	SKSGS13	Research information required for work in the creative industries
Screenskills	SKSGS14	Present ideas and information to others in the creative industries
Screenskills	SKSGS16	Agree requirements and parameters of creative activity in the creative industries
Screenskills	SKSP1	Generate ideas for film or television productions
Screenskills	SKSP12	Plan and schedule productions
Screenskills	SKSPI10	Record audio visual material

Sector Skills Council	NOS	NOS Title
Screenskills	SKSPI18	Edit audio visual material
Screenskills	SKSGS2	Make the most of opportunities to increase your skills and gain experience in the creative industries

5.3 Mapping of Core Skills development opportunities across the qualifications

Unit code	Unit title	Communication components
J8G1 45	Film and Screen: Elements	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J8R2 45	Film and Screen: Roles	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J8G3 45	Film and Screen: Creative Project	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J8G1 46	Film and Screen: Elements	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J8R2 46	Film and Screen: Roles	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted
J8G3 46	Film and Screen: Creative Project	Written (Reading) — Signposted Written (Writing) — Signposted Oral — Signposted

Unit code	Unit title	Numeracy components
J8G1 45	Film and Screen: Elements	Not applicable
J8R2 45	Film and Screen: Roles	Using Number — Signposted
J8G3 45	Film and Screen: Creative Project	Using Number — Signposted
J8G1 46	Film and Screen: Elements	Using Number — Signposted
J8R2 46	Film and Screen: Roles	Using Number — Signposted
J8G3 46	Film and Screen: Creative Project	Using Number — Signposted

Unit code	Unit title	Information and Communication Technology (ICT) components
J8G1 45	Film and Screen: Elements	Accessing Information — Signposted Providing / Creating Information — Signposted
J8R2 45	Film and Screen: Roles	Accessing Information — Signposted Providing / Creating Information — Signposted
J8G3 45	Film and Screen: Creative Project	Accessing Information — Signposted Providing / Creating Information — Signposted
J8G1 46	Film and Screen: Elements	Accessing Information — Signposted Providing / Creating Information — Signposted
J8R2 46	Film and Screen: Roles	Accessing Information — Signposted Providing / Creating Information — Signposted
J8G3 46	Film and Screen: Creative Project	Accessing Information — Signposted Providing / Creating Information — Signposted

Unit code	Unit title	Problem Solving components
J8G1 45	Film and Screen: Elements	Not applicable
J8R2 45	Film and Screen: Roles	Not applicable
J8G3 45	Film and Screen: Creative Project	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J8G1 46	Film and Screen: Elements	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted
J8R2 46	Film and Screen: Roles	Not applicable
J8G3 46	Film and Screen: Creative Project	Critical Thinking — Signposted Planning and Organising — Signposted Reviewing and Evaluating — Signposted

Unit code	Unit title	Working with Others components
J8G1 45	Film and Screen: Elements	Not applicable
J8R2 45	Film and Screen: Roles	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J8G3 45	Film and Screen: Creative Project	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J8G1 46	Film and Screen: Elements	Not applicable
J8R2 46	Film and Screen: Roles	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted
J8G3 46	Film and Screen: Creative Project	Working Co-operatively with Others — Signposted Reviewing Co-operative Contribution — Signposted

Meta-skills

Meta-skills are transferable behaviours and abilities that help people to adapt and succeed in life, study and work.

There are three categories of meta-skills: self-management, social intelligence and innovation.

Each of these is made up of four meta-skills and a number of sub-skills.

- **Self-management** — focusing, integrity, adapting, initiative
- **Social intelligence** — communicating, feeling, collaborating, leading
- **Innovation** — curiosity, creativity, sense-making, critical thinking

Learners have opportunities to develop meta-skills throughout the Film and Screen Awards.

You can find meta-skills teaching, learning and assessment resources on [SQA's meta-skills web page](#).

5.4 Assessment strategy for the qualifications

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.

Below is a table containing the overview of evidence requirements for the three mandatory units in the Film and Screen Awards at SCQF levels 5 and 6.

The assessment for all units is carried out in open-book conditions.

Evidence could be learners' records of observations, reflections and analysis noted in a portfolio, images, video or audio recordings, production diary, and assessor observation checklists.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
J8G1 45 Film and Screen: Elements	A range of film and screen products or excerpts must be analysed.	Not applicable	Not applicable	Not applicable
J8R2 45 Film and Screen: Roles	<p>Learner identifies a minimum of three craft and / or technical roles required in film and screen productions.</p> <p>Learner explains the purpose of each identified craft and / or technical role and how these roles contribute to the overall production.</p> <p>Learner explains the working relationship between the selected roles within film and screen productions.</p>	<p>Learner identifies a specific role to be carried out within a film and screen production. (The role must be specific and not a combination of multiple roles).</p> <ul style="list-style-type: none"> • Learner carries out a specific role within film and screen production. • Learner demonstrates the skills, knowledge, and professional behaviours required for the chosen role. <p>Learner demonstrates a working relationship with another role or roles.</p>	Not applicable	Not applicable

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
J8G3 45 Film and Screen: Creative Project	Learner has effectively contributed to the development and presentation of film and screen ideas.	Learner has identified key roles required to complete the project. Learner has effectively contributed to pre-production planning relevant to their own role / s.	Learner has carried out their role or roles effectively during the making of the film and screen product.	Learner has reflected on own role or roles and the working relationship with others in creating the film and screen product. Learner has reflected on the film and screen product in relation to the given brief.
J8G1 46 Film and Screen: Elements	The learner has reflected on the elements used in a range of film and screen products.	The learner has experimented with a range of film and screen elements. The learner has developed, reviewed and refined techniques.	Not applicable	Not applicable

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
<p>J8R2 46 Film and Screen: Roles</p>	<p>The learner has provided an explanation of a range of different departments, their function, and how they connect during a film and screen production.</p> <p>The learner has provided an explanation of three different roles within a department, their function, and how they connect during a film and screen production.</p> <p>The learner has provided an explanation of a specific role, its responsibilities, and the skills and knowledge required.</p> <p>The learner has explained career pathways into the specific role.</p>	<p>Production documentation required for the learner's own role or roles.</p> <p>Performance and evidence of the learner having carried out their role or roles.</p> <p>Product evidence of the learner having carried out their role or roles.</p> <p>Performance and evidence of the learner having carried out their role or roles.</p> <p>Performance and evidence of the learner having carried out their role or roles.</p> <p>Performance and evidence of the learner having carried out their role or roles.</p> <p>Performance and evidence of the learner having carried out their role or roles.</p>	<p>Reflection on how the learner carried out their own role or roles and responsibilities during the production.</p> <p>Reflection on how health and safety was ensured within their role or roles.</p> <p>Reflection on peer feedback from crew members.</p> <p>Reflection on strengths and areas for improvement for future film and screen projects.</p>	<p>Not applicable</p>

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment: Outcome 4
J8G3 46 Film and Screen: Creative Project	<p>Performance evidence Evidence of agreeing and developing the film and screen brief.</p> <p>Product evidence Project plan outlining all tasks, roles, responsibilities, and resources required for the project.</p> <p>Performance evidence Effective collaboration, demonstrating professional behaviours and teamwork.</p>	<p>Reflection on the project plan.</p> <p>Reflection on how well the final product compares to the initial brief.</p> <p>Reflection on how successful the collaboration of the team was throughout the project.</p> <p>Reflection on strengths and areas for improvement for future film and screen products.</p>	Not applicable	Not applicable

6. Guidance on approaches to delivery and assessment

The units within the Film and Screen Awards are designed to allow the learner time to develop their understanding of film and screen as an expressive art and develop personal choices. Each unit specification contains guidance on approaches to delivery and assessment. The units can be integrated and are designed to work together.

A creative and practical approach to learning should be adopted, with learners demonstrating their knowledge and skills by applying it through exploring, experimenting and carrying out activities.

Glossary of terms — Project, Product and Production

For the purpose of this award:

Project

A film or screen project refers to the production process from start to finish. It encompasses all stages of development, from initial idea, development and pre-production (scripting, budgeting and planning) to production and post-production. A project is the overarching framework within which the film or screen product is created.

Product

The product is the finished output of the project — the completed film or video. It is the tangible or viewable result intended for an audience, whether, for example it is a feature film, a short, a series episode, or an advert. The product is what the production team works toward delivering.

Production

Production refers to the practical phase of making film and screen content. It is the process when the actual filming or recording takes place. It involves capturing footage or audio using cameras, microphones, and other equipment. This term is also used more broadly to describe the entire process of creating the project, including pre-production, production, and post-production activities.

Film and Screen: Elements

Where possible, learners should be encouraged to explore and experience film and screen products in their intended contexts — such as going to the cinema to watch a film on the big screen with a large audience, visiting a gallery to be immersed in a video installation or watching a music video on a phone.

Discussions should enable learners to begin to identify the elements in film and screen products and the various techniques used to achieve them. Learners should then be able to apply what they have learned to their own and other film and screen products.

It is recommended that learners explore a broad range of film and screen products. This could include examples of fiction, documentary, experimental, video art, archive, animation, amateur and emerging screen cultures from around the world. The aim of this is to ensure that learners come to a broader understanding of context.

Learners could record their observations, reflections and analysis in many ways — in the form of a sketchbook, digital portfolio tool or video or audio recordings. They could give live presentations in class or in a small group.

Learners could gather all work for assessment within a portfolio (digital, analogue or a combination of the two).

Film and Screen: Roles

Learners should have the opportunity to develop their knowledge and skills in film and screen in a particular area of specialism. The use of industry practices and procedures is also recommended, and learners should gain an understanding of the range of roles, skills, knowledge and professional behaviours required to work in the film and screen industry.

Examples of departments and specialist roles for Film and TV:

Development (Script Editor, Producer, Director, Casting Director)

Production Management (Runner, Location Manager, Production accountant, Production Manager)

Craft (Prop Master, Hair and Make-up Designer, Costume Designer, Construction Manager)

Technical (Director of Photography, Gaffer, Grip, Sound Mixer)

Postproduction (Archivist, Colourist, Editor)

Departments and roles will vary depending on the type of programme. These Awards and the units contained within allow for learners to select roles from across different types of film and screen. For example: animation, unscripted, video art.

Learners could gather all work for assessment within a portfolio (digital, analogue or a combination of the two).

Performance evidence could include an observation checklist, production photographs, video or audio recordings or a project diary.

Film and Screen: Creative Project

The purpose of this unit is to allow the learner to develop their practical skills in planning and creating a film and screen product. Learners will work as a team, taking on a specific role or roles in the production process.

For the learner, this unit can be used to put into practice role or roles identified within the Film and Screen: Roles unit and apply techniques analysed within the Film and Screen: Elements unit.

The roles identified should reflect the breadth of roles required in film and screen.

Working with others in a production team is a focus for this unit, developing relationships and professional practice that reflect the nature of film and screen production. It encourages collaborating with peers and engagement in community.

Problem solving and adapting will be required to keep plans on track and to come up with solutions to logistical, technical and creative problems.

Learners should gain an understanding of production and the complexities of putting plans into action. There should be encouragement to try, test, fail, adapt and try again. Seeing the project through to completion is important in understanding how all the roles and processes fit together.

For Film and Screen: Creative Project at SCQF level 5 the emphasis is on the processes in creating a film and screen product and not a final product.

For Film and Screen: Creative Project at SCQF level 6 the unit is also concerned with the process- however a final product must be completed. Having completed the development, planning, production and editing processes, there should be an emphasis on each learner's ability to plan, implement, problem solve, collaborate with a team, and evaluate effectively.

The product evidence may not meet the initial expectations set out in the brief and / or project plan, but an explanation of the process should be established through the critical evaluation process, with recommendations for improving on future film and screen projects.

For all units it is recommended that learners take some responsibility for their own learning, progressing from teacher / tutor-led lectures and class discussion and teacher-set tasks to undertaking their own research and organising and managing their own practical activities.

The qualifications are designed to be flexible, and learner centred.

6.1 Sequencing / integration of units

It is logical that the Film and Screen: Elements unit is delivered first in order to build an understanding of film and screen techniques and terminology.

It would be advantageous for learners to work on several projects (their own, group and other learner's projects) to develop their confidence in the production process and their knowledge and skills in a variety of roles.

Learners who do not achieve the full award can be certificated for any individual units they have achieved. However, an integrated project-based approach is encouraged to avoid over-assessment.

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: [SQA Home Page](http://www.sqa.org.uk) (www.sqa.org.uk).

The following sub-sections outline how existing SQA units 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 Award in Film and Screen at SCQF level 6 attracts 21 Universities and Colleges Admissions Service (UCAS) points.

Further education progression

There are no formal articulation routes for this award. However, for those who wish to continue their development of skills and qualifications beyond SCQF level 6, opportunities exist to support progression to:

- HNCs / HNDs in a variety of creative disciplines
- Modern Apprenticeships in Creative Media or related areas
- BA Honours Degrees

6.3 Opportunities for e-assessment

Centres are encouraged to use e-portfolios to gather evidence, this may include digital still images, audio and video recording, screen grabs, etcetera as they can be used to support the reflective, evaluative and contextual aspects of the qualification where possible.

6.4 Support materials

Understanding Standards materials will be available to view on SQA's secure website.

6.5 Resource requirements

The Film and Screen Awards at SCQF level 5 and 6 are designed not to be reliant on specialist equipment. Processes, techniques, roles and professional behaviours are the focus. It is a practical qualification and so recording equipment and editing software will be required, which are readily available on smart phones, tablets and laptops.

This qualification is not auto-approved and requires centres to apply for approval.

The occupational expertise of those involved in the delivery, assessment and quality assurance processes is key to ensure valid, fair and reliable assessment. The assessor and internal verifier must be occupationally competent.

They should:

- hold an appropriate professional / technical qualification or experience which demonstrates an in-depth technical knowledge of the qualification and / or its units and the standard of competencies required. For example, an SCQF level 7 or above qualification including Film and Screen production or relevant practical Film and Screen Industry experience and the appropriate teaching experience.
- have access to and engage with, continuous professional development activities, to keep up to date with developments and any issues relevant to the qualification

and / or its units. For example, joining Screen Scotland's online network engaging with Screen Scotland's screen education training opportunities (highlighted via the online network), engaging with film education training through higher education institutions, participating in training organised for teachers by film and screen access organisations, or completing their Film and Screen Summer School.

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:

[SQA Assessment Arrangements](http://www.sqa.org.uk/assessmentarrangements) (www.sqa.org.uk/assessmentarrangements).

Internal and external verification

All assessments used within these qualifications 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* [Guide to Assessment](#)

8. Glossary of terms

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 and / or candidate 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 and / or candidates 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 and / or candidates whom they expect to complete the group award during the defined lapsing period.

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 to 9 and graded units will be at levels 7 and 8. National Qualification Group Awards are available at SCQF levels 2 to 6 and will normally be made up of National Units which are available from SCQF levels 2 to 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.

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.

Please 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 / candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

Template version: February 2025

9. General information for learners

This information 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.

Film and Screen Award (SCQF level 5)

The Film and Screen Award at SCQF level 5 is designed to support you in learning about the creative elements and practical processes required for making film and screen products. You will learn about the variety of roles available within the film and screen industries and what it is like to work as part of a crew to make film or screen products.

The Film and Screen Award is made of three units. These are: Film and Screen Elements, Film and Screen: Roles and Film and Screen: Creative Project.

The units are designed to allow time for you to develop your understanding of film and screen as an expressive art and to develop personal choices.

This is a creative and practical qualification.

On completion of the Film and Screen Award you will be able to:

1. Demonstrate an understanding of film and screen elements.
2. Understand roles required in film and screen production.
3. Explore a specific role within film and screen production.
4. Develop ideas for a film and screen product.
5. Carry out pre-production tasks for a film and screen project.
6. Carry out role or roles in the making of a film and screen product.
7. Evaluate the film and screen project.

The purpose of the Film and Screen Award is to support you in developing your knowledge, skills and abilities in making film and screen products. You will be assessed on your work through development of a portfolio, and a mix of presentations, one to one discussion and observed activities.

Film and Screen Award (SCQF level 6)

The Film and Screen Award at SCQF level 6 is designed to support you in learning more about the creative elements and practical processes required for making film and screen products. You will learn about the variety of roles available within the film and screen industries and what it is like to work as part of a crew to make film or screen products.

The Film and Screen Award is made of three units. These are: Film and Screen Elements, Film and Screen: Roles and Film and Screen: Creative Project.

The units are designed to allow time for you to develop your understanding of film and screen as an expressive art and to develop personal choices.

This is a creative and practical qualification.

On completion of the Film and Screen Award you will be able to:

1. Explore a range of film and screen products.
2. Experiment with film and screen elements.
3. Explain how roles and departments connect within film and screen production.
4. Carry out a specific role or roles within film and screen production.
5. Evaluate own role or roles within the film and screen production.
6. Collaborate with others to produce a film and screen production.
7. Evaluate the process and final film and screen product.

The purpose of the Film and Screen Award is to support you in developing your knowledge, skills and abilities in making film and screen products. You will be assessed on your work through development of a portfolio, and a mix of presentations, one to one discussion and observed activities.

The Film and Screen Award at SCQF level 6 attracts 21 UCAS points.