



Group Award Specification for:

National Progression Award (NPA) in Creative and Digital Media: Technologies, Processes and Practices at SCQF level 6

Group Award Code: GM16 46

Validation date: February 2016

Date of original publication: March 2017

Version: 02

Contents

1	Introduction	1
2	Qualification structure.....	2
2.1	Structure.....	2
3	Aims of the qualification	3
3.1	General aims of the qualification	3
3.2	Specific aims of the qualification.....	3
4	Recommended entry to the qualification.....	3
4.1	Core Skills	4
5	Additional benefits of the qualification in meeting employer needs	6
5.1	Mapping of qualification aims to units	7
5.2	Mapping of National Occupational Standards (NOS) and/or trade body standards	8
5.3	NOS Key	9
5.4	Mapping of Core Skills development opportunities across the qualification	10
5.5	Assessment strategy for the qualification.....	11
6	Guidance on approaches to delivery and assessment.....	13
6.1	Sequencing/integration of units	15
6.2	NPA as part of the Foundation Apprenticeship in Creative and Digital Media at level SCQF level 6.....	16
6.3	Recognition of prior learning.....	17
6.4	Opportunities for e-assessment.....	20
6.5	Support materials	20
6.6	Resource requirements	20
7	General information for centres	21
8	Glossary of terms	22
9	General information for candidates.....	245
9.1	Working in creative digital media	255
9.2	Some of the key job roles in this sector	255

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, candidates, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of candidates the qualification is suitable for and progression opportunities

Creative Digital Media (CDM) encompasses the range of creative roles where interactive media storytelling and commerce collide.

The utilisation of creative digital content to enable either a product of another service such as marketing, advertising or information gathering, offers a vast array of job roles ranging from pure creative to more technical and data-driven responsibilities.

More importantly, this growing sector needs people. One third of tech companies cite talent shortages as an inhibitor to expansion and there are significant opportunities for young creative people whose interest in digital media extends beyond consuming content and into creating it and getting it out to audiences.

New entrants to the sector increasingly ***need transferrable skills to operate*** across different platform requirements, as well as being able to identify and seize the business opportunities for content creation and monetisation.

This NPA is designed to provide candidates with the introductory skills and experience to allow more opportunities to progress in the creative industries.

The NPA in Creative and Digital Media: Technologies, Processes and Practices was developed in partnership with Creative Skillset, Skills Development Scotland, SQA and employers. Considerable consultation was undertaken with employers to ensure the NPA would meet the needs of the sector.

The NPA development was led by the Creative Working Group which represents the wide spectrum of the Creative and Digital Media industry in Scotland. Representatives of the following organisations were involved (alphabetic order):

- ◆ Bauer Media
- ◆ BBC Scotland
- ◆ BBC Radio
- ◆ BBC ALBA
- ◆ Creative Skillset
- ◆ IWC Media
- ◆ NETS/Screen Training Scotland
- ◆ NUJ Scotland
- ◆ Publishing Scotland
- ◆ Raise The Roof Productions
- ◆ Rookie Oven
- ◆ Scottish Drama Training Network

- ◆ Skills Development Scotland
- ◆ SQA
- ◆ STV plc

The National Progression Award (NPA) is part of the Foundation Apprenticeship for Creative and Digital Media and candidates undertaking the NPA as part of the foundation apprenticeship will be supported on completion of school through their transition into employment in Creative and Digital Media roles as part of the Foundation Apprenticeship in Creative and Digital Media at SCQF level 6 and/or the Modern Apprenticeship in Creative and Digital Media at SCQF level 7.

The aim of this NPA is to attract and train young people whilst they are still at school with a robust learning programme that will include learning at school and college while also gaining valuable connections with local employers. The award however is open to a wide range of candidates and is not limited to school pupils, eg college candidates, adult returners, etc.

2 Qualification structure

The NPA in Creative and Digital Media: Technologies, Processes and Practices at SCQF level 6 is made up of four national units and all units are mandatory.

It comprises of 30 SCQF credits points, 24 SCQF credit points are at SCQF level 6, the other 6 SCQF credits are at SCQF level 5.

2.1 Structure

All units stated below are mandatory within this NPA.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H6MV	75	Creative Industries: An Introduction — Scotland	1	6	5
HE0E	46	Creative Industries: Understanding a Creative Brief	2	12	6
F5D1	12	Media: Understanding the Creative Process	1	6	6
HH7T	46	Storytelling for the Creative Industries	1	6	6
Total			5	30	6

3 Aims of the qualification

The **overall aim** of the NPA in Creative and Digital Media: Technologies, Processes and Practices is to provide a non-traditional route into the Creative Industries particularly for underrepresented groups which will allow candidates to develop transferable soft and technical skills to undertake more varied and converging job roles in the Creative Industries

3.1 General aims of the qualification

- 1 Develop specialist vocational skills for the creative industries.
- 2 Provide candidates with a basic knowledge of the processes and disciplines within the Creative Industries sector.
- 3 Develop candidates basic understanding of collaborative and interdisciplinary connections and work with others in the same skill-set.
- 4 Develop critical thinking capacity and reflective evaluation processes within the creative industries' sector.
- 5 Develop creative processes and visual language.
- 6 Develop transferable skills including Core Skills to the levels demanded by employers and for progression to higher SCQF level study.
- 7 Allow candidates to refine and develop applied knowledge of a range of technological skills with particular reference to subject specialisms (for example, writing, publishing, web design, TV, Radio etc...).
- 8 Provide candidates with an understanding of current developments within the creative industries.

3.2 Specific aims of the qualification

- 1 Provide candidate's with an insight into the different creative industry sectors, the potential career paths, and job roles available.
- 2 Develop candidates knowledge and skills relating to the 'creative process', allowing candidates to generate creative concepts and ideas, and select appropriate media platforms to implement these ideas.
- 3 Develop candidate knowledge and skills in interpreting and creating a creative brief.
- 4 Develop the candidate's storytelling techniques for the relevant audience.
- 5 Develop research and presentation skills.
- 6 Develop the ability to be flexible and to work cooperatively with others.
- 7 Prepare candidates for project work involving, integration and application of a variety of skills within a determined timescale and budget restraint.

4 Recommended entry to the qualification

There should be no artificial barriers to entry and the NPA should be open to all candidates who have a reasonable chance of achievement. The fundamental entry condition for the NPA is the training provider's confidence in the candidates' ability to thrive and achieve their potential within the qualification.

Although there are no specific qualifications needed for entry to the NPA in Creative and Digital Media: Technologies, Processes and Practices, it would be beneficial if the candidate had some previous experience of subjects related to the creative industries (for example, English at SCQF level 4 or above, and any art and design or media subject).

Candidates without prior qualifications may be able to demonstrate their prior skills and knowledge they have developed as a result of relevant course work/work experience or voluntary activities.

Candidates need to be ready to work at SCQF level 6 (the same level as Higher). New entrants in the Creative Industries must have a good level of written and spoken English, understanding and appreciation of different technologies, alongside general knowledge and soft skills, including the capacity to work efficiently and in teams.

Employers are looking for work-ready individuals who are hardworking, have the right attitude, strong communication and IT skills and a good understanding of what it takes to work their way up in the creative industries, which is a footprint in which freelancing is a common means of employment.

Career success in these industries requires a strong passion for the subject area and ability to network and confidently market personal skills and achievements.

4.1 Core Skills

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

Core Skill	Recommended SCQF Entry profile	Associated assessment activities
Communication	SCQF level 5	<p>Good listening and communication skills are required to ensure candidates respond appropriately in all mandatory units.</p> <p>Candidates 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 ◆ Present information to mentors, tutors, clients and customers
Numeracy	SCQF level 4	<p>As well as providing formative and summative evidence elements for the mandatory units, depending on the activities within the area of study, candidates may need to:</p> <ul style="list-style-type: none"> ◆ 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)	SCQF level 5	<p>As well as providing formative and summative evidence elements for the mandatory units, depending on the activities within the area of study, candidates 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
Problem Solving	SCQF level 4	<p>Problem Solving skills are required to ensure candidates respond appropriately in all mandatory units.</p> <p>Candidates 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	SCQF level 4	<p>Working with others will be demonstrated throughout the mandatory units. Specifically candidates will:</p> <ul style="list-style-type: none"> ◆ Identify their own role and that of others ◆ Achieve the shared goal as part of the units Creative Industries: Understanding a Creative Brief and Media: Understanding the Creative Process ◆ Analyse and adapt behaviours during the creative process in the unit Media: Understanding the Creative Process ◆ Be required to work as part of a creative team to simulate the interaction with clients in the refinement of at least two briefs

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

5.1 Mapping of qualification aims to units

Code	Unit title	General aims							
		1	2	3	4	5	6	7	8
H6MV 75	Creative Industries: An Introduction — Scotland	X	X				X		X
HE0E 46	Creative Industries: Understanding a Creative Brief	X	X	X	X	X	X	X	X
F5D1 12	Media: Understanding the Creative Process	X	X	X	X	X	X	X	X
HH7T 46	Storytelling for the Creative Industries	X	X	X	X	X	X	X	X

Code	Unit title	Specific aims						
		1	2	3	4	5	6	7
H6MV 75	Creative Industries: An Introduction — Scotland	X				X	X	
HE0E 46	Creative Industries: Understanding a Creative Brief		X	X		X	X	X
F5D1 12	Media: Understanding the Creative Process		X	X		X	X	X
HH7T 46	Storytelling for the Creative Industries		X		X	X	X	X

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 Progression Award in Creative and Digital Media: Technologies, Processes and Practices 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 sixteen NOS come from Creative Skillset and they closely align to the criteria to be developed by the candidate. 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. For more detailed NOS unit information please visit <http://www.ukstandards.org.uk/Pages/index.aspx>

Unit Code	Unit title	SKS JX 2	SKS GC 2	SKS GI 2	SKS GS 3	SKS GW 4	SKS ADV 16	SKS X1	SKS ANIM 5	SKS ADV 5	SKS J6	SKS J14	SKS J15	SKS J16	SKS J17	SKS IM 10	SKS PUB 18	CCS FL 10	CCS FL 55	CCS FL 58	CCS FL 59	CCS DES 2	CCS DES 6	CCS DES 18	CCS DES 21
HE0E 46	Creative Industries: Understanding a Creative Brief		X	X	X	X	X	X										X	X	X	X		X	X	
F5D1 12	Media: Understanding the Creative Process		X	X	X	X	X	X										X	X				X		
H6MV 75	Creative Industries: An Introduction – Scotland	X			X			X														X	X		
HH7T 46	Storytelling for the Creative Industries				X			X	X	X	X	X	X	X	X	X	X								X

5.3 NOS Key

Sector Skills Council	NOS	NOS Title
Creative Skillset	SKSJX2	Ensure that your own actions reduce risks to health and safety
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 Skillset	SKS ADV16	Evaluate or test marketing communications concepts and solutions
Creative Skillset	SKS X1	Contribute to good working relationships
Creative Skillset	SKSANIM5	Create storyboards, animatics or other preparatory visualisations
Creative Skillset	SKS ADV5	Develop creative marketing communications concepts and solutions
Creative Skillset	SKSJ6	Contribute to creativity and innovation in journalism
Creative Skillset	SKSJ14	Write for print
Creative Skillset	SKSJ15	Write for radio and audio
Creative Skillset	SKSJ16	Write for TV and video
Creative Skillset	SKSJ17	Write for online distribution
Creative Skillset	SKSIM10	Write and edit copy for interactive media products
Creative Skillset	SKS PUB18	Create content
Creative and Cultural Skills	CCSFL10	Plan innovation for your freelance work in creative and cultural 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	CCSFL58	Make presentations about 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	CCSDES2	Apply design industry knowledge to inform your own design work practice and work
Creative and Cultural Skills	CCSDES6	Work effectively with others in a creative environment
Creative and Cultural Skills	CCSDES18	Interpret the design brief and follow the design process
Creative and Cultural Skills	CCSDES21	Articulate, present and debate ideas in a creative environment

5.4 Mapping of Core Skills development opportunities across the qualification

The table below maps Core Skills development opportunities for the mandatory units of this NPA.

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
H6MV 75	Creative Industries: An Introduction — Scotland	S	S	S			S	S				S	S
HE0E 46	Creative Industries: Understanding a Creative Brief	S	S	S	S	S	S	S	Embedded SCQF level 5	Embedded SCQF level 5	S	S	S
F5D1 12	Media: Understanding the Creative Process	S	S	S	S	S	S	S	S	S	S	S	S
HH7T 46	Storytelling for the Creative Industries	S	S	S			S	S	Embedded SCQF level 5	Embedded SCQF level 5	Embedded SCQF level 5		

5.5 Assessment strategy for the qualification

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 or actual evidence requirements and assessment conditions for the four mandatory units in the National Progression Award in Creative and Digital Media: Technologies, Processes and Practices at SCQF level 6.

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

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Creative Industries: An Introduction — Scotland	Folio of evidence covering the research into chosen sector, career paths, and job roles.		Three reviews carried out throughout the course of the unit covering the candidate's employability skills.
Creative Industries: Understanding a Creative Brief	Written and/or oral evidence of candidate analysing the language and structure of creative briefs.	Performance evidence and written and/or oral evidence. Candidate is required to compose at least two briefs.	Performance evidence of candidate pitching a response to a creative brief.
Media: Understanding the Creative Process	Written and/or oral evidence of candidate Investigating the key elements of the creative process for a range of media platforms.	Folio of evidence covering candidate's research and development of a creative concept in accordance with a given brief.	Performance evidence and written and/or oral evidence. Presenting an individual interpretation of one story

Unit	Assessment		
	Outcome 1	Outcome 2	Outcome 3
Storytelling for the Creative Industries	Written and/or oral evidence, eg extended response/essay explaining the importance of storytelling in the Creative Industries and describing a selection of storytelling techniques.		Performance evidence of candidate presenting an individual interpretation of one story. Written and/or oral evidence to cover review of the effectiveness of the interpretation.

6 Guidance on approaches to delivery and assessment

The NPA in Creative and Digital Media: Technologies, Process and Practices is part of the Foundation Apprenticeship (FA) in Creative and Digital Media at SCQF level 6 and is aimed at pupils in S5 and S6 who are interested in working in the Creative Industries but is also suitable for a wider range of candidates.

If undertaking the NPA as part of the Foundation Apprenticeship, it is expected that candidates will complete the NPA in S5. The NPA includes knowledge units that support candidates to develop an understanding of the technologies, processes and practices used within the Creative Industries.

Through the NPA in Creative and Digital Media: Technologies, Process and Practices, candidates will develop qualities and skills for future study and employment in the Creative Industries sector.

The NPA offers exposure to a range of occupational specialisms across a purposefully broad offer, so that skills and knowledge in particular creative industries can be delivered on the basis of candidate/centre/regional needs/interests/resources.

During the development of the NPA the employer working group (member companies detailed on page 3) reviewed all the content within each of the four mandatory units and where necessary indicated further supplementary guidance for tutors delivering the NPA units as part of the Foundation Apprenticeship for Creative and Digital Media.

Although this industry supplementary guidance was developed for Foundation Apprentices, it is advised that this can be beneficial for candidates undertaking this provision as a standalone offer.

Creative Industries: An Introduction — Scotland

This unit provides candidates with an understanding of the breadth and coverage of the creative industries in both Scotland and the UK and allowing them to make informed choices of the sector they would like to pursue a career. To facilitate this, it is expected that candidates have exposure to:

- ◆ **Convergence** — This is vital and requires an emphasis on assessing how business/technology/audiences are changing and looking ahead, trying to predict what is coming next. Centres can reiterate to candidates why the UK has a great, vibrant creative industry and classed as a world leader. Centres can also include references to the competing industries abroad.
- ◆ The creative industries in the broadest sense and the possible careers within them.
- ◆ The importance of being safe on-line both personal and in the work place.
- ◆ Creating an on-line professional profile. E-mail addresses, Linked-In, Facebook, etc. Reinforcing that employees are representing employers too.

Storytelling for the Creative Industries

This unit introduces the candidate to a wide range of creative and digital media genres, developing an understanding and knowledge of storytelling and allows them to articulate their storytelling skills by implementing both traditional and emerging storytelling techniques.

The unit will examine a range of stories and examine the ways in which these can be interpreted and creatively improvised. Candidates will work both individually and in groups to explore stories.

The unit will also address issues such as the historical and cultural context and questions of authenticity, genre, performance and production styles alongside practical explorations designed to extend the candidates' presentation skills and experience of storytelling.

Creative Industries: Understanding a Creative Brief

It is crucial that candidates gain experience of ways in which they might interpret a creative brief in order to effectively and efficiently respond to its demands, considering the range of interdependencies. To facilitate this, it is expected that candidates have exposure to:

- ◆ Building and maintaining client relationships:
 - Understanding client need (What they are looking for? How the brief is going to work in reality, what are the key processes needed?)
 - Understanding consumer need
 - Beware of competition, managing expectations and commercially aware (proving alternative packages — up selling)
- ◆ Developing products that are cost effective addressing 'profit margin'. Making the concept work in 'money terms'
- ◆ Basic references for coding (as website design etc. is requested within the whole offer)
- ◆ STEM references

Media: Understanding the Creative Process

It is important that the candidate has experience of the creative process in order to be able to generate creative concepts and ideas and selecting the appropriate media platforms to implement these ideas. To facilitate this, it is expected that candidates have exposure to:

- ◆ The impact of legal controls/concepts at a basic level such as defamation, privacy and contempt of court for a range of media platforms.
- ◆ Mechanisms and tools for generating creative ideas (over the long term) /not usually at desk/work. Seeing creativity as a broader piece/a way of life.
- ◆ Managing client expectations.
- ◆ Basic analytical terminology. Measuring success through 'analytic channels'.
- ◆ Basic references for coding (as website design, etc is requested within the whole offer).

Collectively, all the mandatory units ensure that the candidate develops individual creative skills and employability skills in team working, problem solving and communication, within the wider framework of researching, creating and evaluating.

The importance of working on a project and to a brief for clients is emphasised through the *Creative Industries: Understanding a Creative Brief* unit which enables candidates to be immersed in the process of creative thinking and collaborative working in a managed way, and in relation to their chosen creative industry subject specialism.

This unit ensures that the candidate gains the skills to transfer and translate their creative ideas into practical outcomes/products, thereby testing creative ideas in relation to the applicable marketplace for the subject discipline, offering valuable skills about the relationships between imagination and creativity and industry constraints.

Combined with the *Media: Understanding the Creative Process* unit, there is an expectation that centres will work to develop links with employers and industry practitioners. They may be able to offer support in terms of visiting speakers and arranging visits to workplaces. Such links can exploit local specialisms and/or local needs in industry (for example in game production, TV production, web design and publishing).

Such visits will be helpful when investigating the different job roles within sectors in the *Creative Industries: An Introduction — Scotland* unit and will provide candidates with a realistic view of job roles, responsibilities, and working conditions within the creative industries.

The importance of the attainment of a variety of specific and transferable skills to enable candidates to undertake a diverse range of roles/tasks in the workplace is reflected in the mandatory units of the NPA.

Overall, the NPA content reflects the needs for candidates to gain a wide range of skills for the Creative Industries sector. This programme of study gives the candidate the opportunity to begin developing these skills and gain the underpinning knowledge necessary for employment as well as to allow for progression to further study.

6.1 Sequencing/integration of units

The NPA is a qualification in its own right, but it is also designed to support the underpinning knowledge and understanding of the work based competency units of the Foundation Apprenticeship in Creative and Digital Media at SCQF level 6.

The NPA contains four units and the content of these units are the main attributes that new entrants will need to progress in the creative industries.

The units can be delivered and assessed while pupils are in S5 and will be a blended approach between college/training provider and employers. As a guide, a minimum of **7 hours per week** throughout S5 should be spent on the NPA.

It is advised that the first units in the NPA to be delivered to candidates in Semester 1/Block 1 are:

H6MV 75 *Creative Industries: An Introduction — Scotland*
HH7T 46 *Storytelling for the Creative Industries*

The units above are key base units to both introduce what the creative industries are, the breakdown of sub-sector coverage and the dynamic industry we have in Scotland to candidates and to gain important knowledge and understanding of a key skill that all Creative industries need, storytelling.

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 introduced to candidates in the latter stages of Semester 1/Block 1.

Outcomes 1 and 2 provide opportunities for candidates to acquire the foundation skills of investigating, analysing and evaluating the purpose, language and structure of creative briefs. 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 candidates to identify their strengths and interests individually and/or collaboratively prior to undertaking the *Media: Understanding the Creative Process* where the candidate will investigate the key elements of the creative process for a range of media platforms research and develop a creative concept in accordance with a given 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.

The table below sets out an exemplar delivery schedule for the mandatory units, but centres can select units in any appropriate order. The educational principle underlining the suggested delivery schedule relates to the importance attached to ensuring that candidates have the necessary underpinning skills before undertaking a unit or related grouping of units.

The structure and unit content has been developed to allow for integrative and holistic approaches to assessment, and the use of an integrated and linked delivery methodology in centres will provide candidates with a more meaningful learning experience, and promote increased coherence in the resulting quality and progressive development of the folio of practical work.

Unit	Code	Semester/Block
Creative Industries: An Introduction — Scotland	H6MV 75	1
Storytelling for the Creative Industries	HH7T 46	1
Creative Industries: Understanding a Creative Brief	HE0E 46	2 (Suggest introducing at the end of Semester/Block 1)
Media: Understanding the Creative Process	F5D1 12	2

6.2 NPA as part of the Foundation Apprenticeship in Creative and Digital Media at level SCQF level 6

The Foundation Apprenticeship is a work based learning apprenticeship and therefore there will be industry experience in S5 and well as placement in S6. Involvement with industry and employers is to be encouraged from commencement of delivery.

If undertaking the NPA as part of the Foundation Apprenticeship, part of this time will be with the centre and part with Creative Industry employers in placement. Candidates will also learn some of the practical skills that are needed to develop their skills base.

It is an essential part of the offer to allow candidates the opportunity to experience multiple sub-sectors of the Creative Industries and to develop the curiosity for young people entering this dynamic industry as soon as possible.

Having such exposure to as many sub-sectors as possible, learners will have the opportunity to decide which area to specialise in Year 2. The benefit of this is twofold, the candidate has the opportunity to contextualise the skills, knowledge and understanding within the NPA in an area that interests and excites them and the employer gets the opportunity to work and mentor someone with a real interest in that area.

If the NPA is delivered as part of the Foundation Apprenticeship, performance evidence for the NPA units can be produced in Year 1 through the *Media Project* unit F57P 12 — linked to F5D1 12 — *Media: Understanding the Creative Process*.

The *Media Project* unit is crucial in providing candidates with the opportunity of showcasing their understanding of the creative process by producing a creative and digital item to a given final brief.

This unit will be used in conjunction with the associated units within the Foundation Apprenticeship in Creative and Digital Media, generating evidence for all units through one major project.

To facilitate this, the unit will complement the workplace experience and be used for the **industry challenge project** (Media Project) and can be contextualised into each subject area.

Employers (working with centres) will be expected to set the media project due to the diverse coverage of the creative and digital media sectors (with a realistic budget so that the Foundation Apprentice can demonstrate they can deliver within a set cost constraint).

6.3 Recognition of prior learning

SQA recognises that candidates 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 candidate 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.

6.3.1 Articulation and/or progression

There are opportunities for candidates undertaking the NPA to progress to a Foundation Apprenticeship and/or Modern Apprenticeship or further study as shown below.

Foundation Apprenticeship

The NPA in Creative and Digital Media: Technologies, Processes and Practices at SCQF level 6 is a mandatory component of the Foundation Apprenticeship for Creative and Digital Media at SCQF level 6.

A Foundation Apprenticeship forms the skills, knowledge and competence which can be built on to progress to employment via a Modern Apprenticeship or further study.

Centres offering the Foundation Apprenticeship in Creative and Digital Media framework should ensure high quality careers advice is available to apprentices to support their progression.

Structure of the Foundation Apprenticeship in Creative and Digital Media

Part 1 30 credits	Specific units	SCQF level	SCQF credit
Knowledge and understanding NPA in Creative and Digital Media: Technologies, Processes and Practices at level SCQF level 6	Creative Industries: An Introduction — Scotland Unit code: H6MV 75	5	6
	Creative Industries: Understanding a Creative Brief Unit code: HE0E 46	6	12
	Media: Understanding the Creative Process Unit code: F5D1 12	6	6
	Storytelling for the Creative Industries Unit code: HH7T 46	6	6
Part 2 22 credits	Specific units	SCQF level	SCQF credit
Workplace units taken from the Diploma in Creative and Digital Media at SCQF level 7 — GJ3D 47 Please note: These units are taken from the existing Modern Apprenticeship in Creative and Digital Media. Candidates will not need to re-take these units if progressing from the Foundation Apprenticeship to the Modern Apprenticeship	Work effectively with others in the Creative Industries (H6NX 04)	6	4
	Ensure Your Own Actions Reduce Risks to Health and Safety (FA8G 04)	5	8
	Communicating Using Digital Marketing/Sales Channels (H6PG 04)	6	5
	Use Digital and Social Media in Marketing Campaigns (H6PH 04)	6	5

Part 3 12 credits	Specific units	SCQF level	SCQF credit
Industry Challenge Project	Media Project (F57P 12)	6	12

Award total	1 SCQF credit point is equal to 10 notional hours of learning		64 credits
--------------------	--	--	-------------------

Candidates who wish to work in the Digital Games Industry or in Digital Design should also consider undertaking the following units: FN8R 11 *Games Programming* and H17X 34 *Programming Foundations*.

Modern Apprenticeship

Apprenticeships for the creative industries enable provision for career development. They are planned to articulate with Modern Apprenticeship frameworks for the industry to provide additional flexibility both in employment and in careers.

Apprenticeships in the creative industries are part of a suite of complementary frameworks developed in consultation with multiple sectors. These frameworks are designed to provide an accessible and progressive approach to the acquisition of appropriate skills and knowledge for new entrants and for existing workers in the industries.

Creative and Digital Media

- ◆ Modern Apprenticeship in Creative and Digital Media at SCQF level 7

This framework may also be relevant to employers outside of creative industries — possibly those who have team members responsible for using digital technology for creative purposes.

Wider Creative Industries

- ◆ Modern Apprenticeship in Creative and Cultural at SCQF level 6
- ◆ Modern Apprenticeship in Digital Applications at SCQF level 6

Further education progression

For those who wish to continue their development of skills and qualifications beyond SCQF level 6, opportunities exist to progress to:

- ◆ SCQF level 7/8 competence qualifications
- ◆ HNCs/HNDs in a variety of creative disciplines
- ◆ BA Honours Degrees.

For further information on career progression within the creative industries please go to:

http://creativeskillset.org/who_we_help/young_creative_talent

<https://www.thetechpartnership.com/>

<https://ccskills.org.uk/>

6.4 Opportunities for e-assessment

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.

The creation and use of e-portfolios would benefit the candidate when seeking progression opportunities also as employers are increasingly seeking on-line portfolios rather than traditional approaches.

The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

6.5 Support materials

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

6.6 Resource requirements

Centres must be satisfied through their own internal Quality Assurance systems that they are able to deliver all the mandatory units and that delivery staff and assessors have the necessary skills and experience of delivering all mandatory units.

It is advised that centres liaise with and forge meaningful relationships with employers as soon as possible, to create a **3-way lock** between the centre, employer and candidate, especially in planning for an enjoyable and successful experience.

Centres should also be satisfied that they have sufficient resources for the successful delivery of all the units. This particularly applies to:

Equipment

- ◆ Computer equipment which allow access to social media sites (sometimes organisationally blocked)
- ◆ Mobile devices for filming and photography such as i-pads and phones (candidates may have their own but should not be assumed)
- ◆ Editing software for film and photography
- ◆ Edit suites and also studios (that are big enough to accommodate groups of candidates)
- ◆ Cameras for still and video as well as accessories such as clip on microphones

7 General information for centres

Equality and inclusion

Diversity is important in any industry, not just because it is the right thing to do but because it makes **good business sense**; staff that are comfortable and valued at work are more productive. Diversity is especially crucial in the creative industries.

A diverse workforce also brings a diverse set of **ideas, knowledge and experiences** leading to increased creativity and problem solving skills.

To continue to grow, the creative industries need to appeal to a **diverse array of consumers and audiences** by creating the wide range of products and programmes they demand. This requires new skills and talent that only a diverse workforce can bring.

Diversity is no longer a tick box exercise or an afterthought in the creative industries and diversity is an integral part of all our products and projects.

To help support and encourage inclusion within the creative industries, it is expected that candidates will have an awareness of the:

- ◆ Importance and need for diversity within the creative industries and the problems due to lack of diversity.
- ◆ Need for diversity, including representation of women, BMEs, disability, etc.
- ◆ Services that the Equality and Human Rights Commission and other related support agencies can offer.

We expect that those involved in the development, recruitment and delivery of the NPA will be pro-active in ensuring that no-one should be denied opportunities because of their race or ethnicity, their disability, their gender or sexual orientation, their age or religion and that any barriers (real or perceived) are addressed to support all candidates.

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 candidates 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: 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 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:

- ◆ 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 candidates 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) provide 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.

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

Version Number	Description	Date
02	Core Skills grid updated to show the embedding of Problem Solving at SCQF level 5 in Creative Industries: Storytelling.	23/05/2017

9 General information for candidates

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 National Progression Award (NPA) in Creative and Digital Media: Technologies, Processes and Practices at SCQF level 6 will introduce you to the skills of creativity and innovation in a variety of creative industries. This could be in digital media, television, radio, writing, publishing or another creative industry.

You will gain knowledge as well as the academic and practical skills associated with specific Creative Industries. This will provide you with the knowledge and skills to identify opportunities for employment and further study in the creative and digital sectors in the UK and internationally.

Although there are no specific qualifications needed for you to enter the NPA in Creative and Digital Media: Technologies, Processes and Practices, it would be beneficial if you had some previous experience of subjects related to the creative industries (for example, English at SCQF level 4 or above, and any art and design or media subject).

Entry is at the discretion of the centre and staff will be able to offer you advice.

9.1 Working in creative digital media

The creative or interactive digital media sector has emerged out of the convergence of a range of creative and technical practices. To succeed, you need to have an understanding of this convergence, and of multiple, ever evolving modes of communication.

It's no longer enough for companies and brands to send one way messages to their customers or audiences. Modern markets now interact with brands in a multi-way conversation with those brands and with each other.

Employers are looking for people who understand visual communications who understand how to build communities through webs and social media platforms and have design or technical skills, but are also multi-skilled and adaptable.

9.2 Some of the key job roles in this sector

A career in creative and digital media is a challenging and rewarding career. Depending on what your interests and skills are (and with further study and experience) there are roles across the industries that might be right for you, such as:

Creative — If you can think and express yourself visually or enjoy art, there are plenty of careers in the Creative Industries for you. You could create whole new worlds as a Games Artist or you could even help films seem more realistic as an Art Director.

Communicator — If you love to write or explain things to others through words, there are plenty of careers in the Creative Industries for you. You could come up with great advertising campaigns as a Copywriter or tell stories on TV as a Script Editor. You could even work with inspiring authors as a Commissioning Editor.

Maker — If you like making things, with tools or with your hands, there are plenty of careers in the creative industries for you. You could build sets on the next big blockbuster as a Carpenter or even make the props used on stage in theatre productions.

Entrepreneur — If you like the idea of starting and running businesses, there are plenty of careers in the creative industries for you. You could find new clients as a Business Development Manager or take a film from story to full production as a Development Executive. You could even get investment and start your own creative company.

Science — If you enjoy maths and science, there are plenty of careers in the creative industries for you. You could explore how people use websites as a Data Analyst. You could even be the Financial Controller looking after the finances of a big-budget film production.

Engineer — If you spend your time figuring out how things work and making them work better, there are plenty of careers in the creative industries for you. You could set up TV stations all over the world as a Broadcast Engineer or you could even fix cameras on film sets.

Technologist — If you love computers and technology, there are plenty of careers in the creative industries for you. You could find your work on everyone's smart phone as an App Developer or bring big animations to life as Render Wrangler. You could even bring whole new technology products to life as a Creative Technologist.

Organiser — If you enjoy organising people and processes, there are plenty of careers in the creative industries for you. You could work with big brands as an Account Director at a creative agency or schedule advertising on radio stations as a Radio Traffic manager.