

Next Generation Higher National Unit Specification

Television Programme Production (SCQF level 7)

Unit code: J5ME 47
SCQF level: 7 (40 SCQF credit points)
Valid from: session 2024 to 2025

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors and contains all the mandatory information you need to deliver and assess the unit.

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This edition: April 2024 (version 1.0)

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Unit purpose

This unit provides learners with the skills they need to produce television programme content. Learners should develop their programme-making skills through group work on different production projects.

Entry is at your centre's discretion. We recommend that learners have completed a relevant group award at SCQF level 6 or above, or have an equivalent qualification or work experience, before starting the unit.

On completion of the unit, learners may progress to further study or trainee positions in the television industry.

Unit outcomes

Learners who complete this unit can:

- 1 develop programme ideas for commissioning
- 2 contribute to pre-production activity
- 3 manage programme production
- 4 contribute to production activity
- 5 contribute to post-production activity
- 6 apply legal and ethical considerations
- 7 deliver programme content and clear up production
- 8 understand the roles involved in the production of television content, and employment opportunities in the creative industries sector
- 9 develop meta-skills in a vocational or academic context
- 10 develop sustainability knowledge, understanding and skills in a vocational context

Evidence requirements

Outcomes 1 to 8

Learners must participate in a minimum of three production projects.

Learners must provide product evidence of their completed productions and progress through the development, planning, production and post-production phases.

Your assessor's checklist should detail work carried out by learners in each of the projects.

Learners must take on the role of producer and director for at least one project. For the remaining projects, learners should contribute in a variety of roles, including:

- ◆ assistant producer
- ◆ development researcher
- ◆ director
- ◆ line producer
- ◆ location scout
- ◆ logger
- ◆ producer
- ◆ production co-ordinator
- ◆ production manager
- ◆ researcher
- ◆ runner
- ◆ script supervisor
- ◆ talent assistant
- ◆ talent manager

The completed programmes are the most important learner evidence, but learners should also provide a range of documents dependent on their role or roles. These can include:

- ◆ treatment
- ◆ script
- ◆ initial budget
- ◆ summary of technical requirements
- ◆ crew member list
- ◆ production schedule
- ◆ casting and/or contributor information
- ◆ call sheets
- ◆ summary of the copyright requirements for music and archive
- ◆ release forms for contributors and locations
- ◆ risk assessments for locations where shooting takes place
- ◆ shooting script
- ◆ shot log
- ◆ evaluation of rushes
- ◆ interview transcripts
- ◆ edit decision list
- ◆ voice-over script
- ◆ copyright clearances

Outcome 9

Learners should maintain ongoing self-evaluation or reflective logs that relate personal, technical and academic skills, and meta-skills developments to career opportunities within and beyond the television industry in Scotland. Their logs should include references to personal, peer, lecturer and industry feedback.

Learners must produce evidence to show that they can:

- ◆ self-assess their meta-skills baseline
- ◆ create a plan to develop their own meta-skills
- ◆ carry out activities to develop and demonstrate their meta-skills
- ◆ use reflective practice to monitor and assess the meta-skills they have improved and developed

For more information about meta-skills, see the Educator Guide, [Skills 4.0, A skills model to drive Scotland's future](#) and [SQA's meta-skills web page](#).

Outcome 10

Learners must provide evidence of their knowledge and skills by:

- ◆ identifying and describing sustainability in the context of the United Nations Sustainable Development Goals (SDGs)
- ◆ implementing sustainable practice in project plans or processes to meet the aims of at least two SDGs

Grading

This unit contributes to learners' overall final grades.

Knowledge and skills

| Knowledge | Skills |
|---|---|
| <p>Outcome 1 Learners should understand how to:</p> <ul style="list-style-type: none"> ◆ develop ideas for a project brief for a specific audience or audiences ◆ create a programme treatment, considering format, tone, contributors and visual style ◆ pitch content ideas to commissioners | <p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ interpret the requirements of a brief and develop programme ideas ◆ create a programme treatment ◆ pitch content ideas |
| <p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ how to manage regular and effective production meetings ◆ what makes an effective contributor and how to source contributors ◆ the importance of shooting scripts with a strong visual narrative, and how a script should work to complement the pictures | <p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ work effectively as part of a production team and communicate with other team members efficiently ◆ source contributors and ensure that they sign consent and release forms at appropriate times ◆ produce a shooting script and shot list with a variety of shot sizes, moves and creative sequences |
| <p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ health and safety requirements and how to carry out risk assessments ◆ resource requirements and budgeting constraints ◆ schedules and production logistics | <p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ carry out comprehensive risk assessments for all locations and ensure that location owners sign a consent form before shooting begins on their property ◆ draw up a budget, including all required personnel, equipment, resources and transport, and manage production within budget and resource constraints ◆ schedule and manage a production, including personnel, equipment, facilities, resources and transport, to a given brief and budget |

| Knowledge | Skills |
|---|--|
| <p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the technical requirements of a shoot, including camera, sound lighting, and the importance of shooting in sequences, crossing the line, and continuity ◆ data management ◆ how to interview contributors and direct presenters ◆ contingency planning, and managing challenges and delays by adjusting schedule or content | <p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ follow a shooting script or shot list and give clear directions to contributors, crew members and/or presenters at appropriate times, while managing challenges or delays as they arise ◆ interview contributors and/or direct presenters to get the best out of them ◆ ensure that all employment, legal, health and safety, insurance, and contractual agreements are understood and followed |
| <p>Outcome 5 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the technical factors of post-production, including: <ul style="list-style-type: none"> — picture editing and visual grammar — sound editing and voice-over recording — sound mixing — how to ensure compliance with industry standards ◆ the use and importance of music in a soundtrack, and the logistical and financial implications of using different music sources ◆ the graphic elements required for programmes, such as titles, captions and subtitles | <p>Outcome 5 Learners can:</p> <ul style="list-style-type: none"> ◆ produce a paper edit with a completed edit decision list and work with post-production team members to meet requirements, including: <ul style="list-style-type: none"> — writing — voice-over scripts and directing — voice-over recordings (if appropriate) — source music ◆ provide information required for graphics and titles, production captions and end-credits |

| Knowledge | Skills |
|---|--|
| <p>Outcome 6 Learners should understand:</p> <ul style="list-style-type: none"> ◆ legal issues, including intellectual property and copyright law ◆ copyright clearances for music and archive content ◆ health and safety requirements at all stages of production ◆ ethical considerations in programme production, with due care and respect for contributors | <p>Outcome 6 Learners can:</p> <ul style="list-style-type: none"> ◆ secure appropriate clearance, copyright and permission ◆ ensure that all employment, legal, health and safety, insurance and contractual agreements are understood and followed ◆ ensure appropriate measures are in place for the care of contributors, especially when the topic is sensitive, or contributors are potentially vulnerable |
| <p>Outcome 7 Learners should understand:</p> <ul style="list-style-type: none"> ◆ broadcast delivery formats and technical requirements ◆ what information to include in publicity material, including billings | <p>Outcome 7 Learners can:</p> <ul style="list-style-type: none"> ◆ check that broadcast delivery formats and technical requirements are met ◆ write promotional material to publicise a programme to target audiences ◆ archive content and paperwork, including: <ul style="list-style-type: none"> — contracts — location agreements — consent and release forms — scripts |

| Knowledge | Skills |
|---|--|
| <p>Outcome 8 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the range of editorial roles in programme production and the skills required for each ◆ how directors communicate the overall creative approach, vision and theme to production crew members and contributors, while the producers take overall responsibility for the delivery of programmes on time and within budget ◆ different production contexts, including broadcast television, online content, event coverage (live and for streaming) and corporate content ◆ freelance working and self-employment | <p>Outcome 8 Learners can:</p> <ul style="list-style-type: none"> ◆ carry out a range of job roles, including: <ul style="list-style-type: none"> — director — logger — producer — production co-ordinator — production manager — researcher — runner ◆ describe entry-level employment opportunities, and opportunities for progression in and beyond the television industry ◆ describe freelance working in terms of: <ul style="list-style-type: none"> — networking — online presence — securing employment — tax and insurance benefits and drawbacks |

| Knowledge | Skills |
|---|--|
| <p>Outcome 9 Learners should understand:</p> <ul style="list-style-type: none"> ◆ meta-skills categories of self-management, social intelligence and innovation, and associated meta-skills, as described in Skills 4.0 ◆ the importance of developing meta-skills, including employability, adaptability, and effectiveness ◆ what meta-skills are most relevant to the learner’s vocational context ◆ approaches to developing meta-skills; in particular: <ul style="list-style-type: none"> — self-awareness: analysing preferences, strengths and weaknesses; meta-skills self-assessment — goal setting and action planning — reflective practice: principles of reflective practice; tools and approaches for effective reflective practice | <p>Outcome 9 Learners can:</p> <ul style="list-style-type: none"> ◆ create a plan to develop their meta-skills ◆ carry out, review and adapt their meta-skills development plan ◆ assess their meta-skills development |
| <p>Outcome 10 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the general concepts of sustainability, and the SDGs ◆ industry-specific sustainability issues and their relation to the SDGs | <p>Outcome 10 Learners can:</p> <ul style="list-style-type: none"> ◆ review project plans and processes in meeting SDGs ◆ implement sustainable practices in project plans and processes |

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We've suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- ◆ Focusing:
 - attention to detail
 - record keeping
- ◆ Integrity:
 - work ethic
 - timekeeping and reliability
 - discipline
 - trustworthiness
 - compliance
- ◆ Adapting:
 - willingness to learn
 - critical reflection
 - resilience
 - working under pressure
- ◆ Initiative:
 - self-promotion
 - showing enthusiasm
 - knowledge of the industry

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- ◆ Communicating:
 - communicating clearly and concisely in person and through digital methods, such as telephone and email
 - skills in listening, storytelling and relaying accurate information
- ◆ Feeling:
 - showing empathy
 - building relationships
 - understanding production etiquette
- ◆ Collaborating:
 - working as part of a team

- ◆ Leading:
 - motivating others

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- ◆ Curiosity:
 - asking questions
 - researching
 - looking at things from a different angle
 - critical writing
 - engaging with and understanding industry practice
- ◆ Creativity:
 - generating ideas
 - visualising
 - problem solving
- ◆ Sense-making:
 - researching
 - analysing data
 - seeing the bigger picture
 - prioritising tasks
- ◆ Critical thinking:
 - logical thinking
 - making judgements based on facts
 - decision-making

Literacies

This unit provides opportunities to develop the following literacies.

Numeracy

Learners can develop their numeracy skills by:

- ◆ budgeting
- ◆ setting programme timings

Digital

Learners can develop their digital skills by using different software and hardware.

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- ◆ a general understanding of social, economic and environmental sustainability
- ◆ a general understanding of the United Nations Sustainable Development Goals (SDGs)
- ◆ a deeper understanding of subject-specific sustainability
- ◆ the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

Delivery of unit

You can deliver and assess the unit alongside Television Technical Production at SCQF level 7 and selected optional units in the HNC Television qualification.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit should reflect current industry practices in television programme production.

Approaches to delivery

You can support learners gaining first-hand experiences of the television industry by arranging industry talks, events and work experiences.

Approaches to assessment

All knowledge and skills development is based on project work, with learners taking on roles in a production. Learners generate assessment evidence throughout this process.

Assessment briefs are of high importance, and should contain enough complexity and scope to allow learners to develop and demonstrate their skillsets.

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You should consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Television Programme Production (SCQF level 7)

This information explains:

- ◆ what the unit is about
- ◆ what you should know or be able to do before you start
- ◆ what you need to do during the unit
- ◆ opportunities for further learning and employment

Unit information

This unit enables you to gain the skills necessary to produce television programme content. You develop your programme-making skills through group work on different production projects.

Entry is at your centre's discretion. We recommend that you have completed a relevant group award at SCQF level 6 or above, or an equivalent qualification or work experience, before starting the unit.

On completion of the unit, you should be able to:

- 1 develop programme ideas for commissioning
- 2 contribute to pre-production activity
- 3 manage programme production
- 4 contribute to production activity
- 5 contribute to post-production activity
- 6 apply legal and ethical considerations
- 7 deliver programme content and clear up production
- 8 understand the range of roles involved in the production of television content and employment opportunities in the creative industries sector
- 9 use meta-skills developed during your projects
- 10 develop sustainability knowledge, understanding and skills in a vocational context

You must take on the role of producer and director for at least one project.

For at least two other projects, you should contribute in a variety of roles. These can include:

- ◆ assistant producer
- ◆ development researcher
- ◆ director
- ◆ line producer
- ◆ location scout
- ◆ logger

- ◆ assistant producer
- ◆ producer
- ◆ production co-ordinator
- ◆ production manager
- ◆ researcher
- ◆ runner
- ◆ script supervisor
- ◆ talent assistant
- ◆ talent manager

You may progress to further study or a trainee position in the television industry.

Meta-skills

Throughout this unit, you develop meta-skills for the television sector.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

The meta-skill of adaptability develops your willingness to learn, critical reflection, resilience and your ability to work under pressure.

Social intelligence

You develop the meta-skill of communicating clearly and concisely in person and through digital methods, such as telephone and email. It includes listening, storytelling and relaying accurate information.

Innovation

The meta-skill of curiosity develops your skills in asking questions, researching, looking at things from a different angle, critical writing, and engaging with and understanding industry practice.

You maintain ongoing self-evaluations or reflective logs. These relate your personal, technical and academic skills, and the meta-skills you develop, to career opportunities in and beyond the television industry in Scotland. Your self-evaluations or reflective logs should include references to personal, peer, lecturer and industry feedback.

Grading

This unit contributes to your overall final grade.

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the television sector. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

Published: April 2024 (version 1.0)

Superclass: KJ

History of changes

| Version | Description of change | Date |
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