

Next Generation Higher National Unit Specification

Scriptwriting (SCQF level 8)

Unit code: J6DP 48
SCQF level: 8 (8 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.

The information in this unit specification may be reproduced in support of SQA qualifications only on a non-commercial basis. If it is reproduced, SQA must be clearly acknowledged as the source. If it is to be reproduced for any other purpose, written permission must be obtained from permissions@sqa.org.uk.

This edition: April 2024 (version 1.0)

© Scottish Qualifications Authority 2024

Unit purpose

This unit helps learners to develop the skills they need to produce complete scripts or storyboards for television productions, working to a brief.

Entry to the unit is at your centre's discretion. We recommend that learners have successfully completed Television Programme Production at SCQF level 7 or have relevant experience before starting the unit.

On completion of the unit as part of the Higher National Diploma (HND) Television, learners may have the opportunity to progress to further study, including degree-level courses, or employment.

Unit outcomes

Learners who complete this unit can:

- 1 create synopses and treatments to meet the requirements of a specified programme brief
- 2 create complete production scripts or storyboards for television productions

Evidence requirements

Learners must demonstrate their knowledge and skills by:

- ◆ creating synopses and treatments, presented in an appropriate format, to meet the requirements of a specified brief
- ◆ creating a production script or storyboard to meet the requirements of a specified brief

Although not mandatory, taking at least one production folio through to product completion is a useful experience for learners.

Grading

This unit contributes to learners' overall final grades.

Knowledge and skills

Knowledge	Skills
<p>Outcome 1 Learners should understand:</p> <ul style="list-style-type: none"> ◆ briefs ◆ synopses ◆ treatments 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ create synopses that are effective in describing production content and purpose ◆ create synopses that accurately meet brief requirements ◆ create treatments that accurately indicate the proposed style of the production ◆ create treatments that accurately indicate production requirements ◆ create treatments that are effective in the resource constraints of the given brief
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ production scripts ◆ current technical conventions of professional scriptwriting and storyboarding 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ create production scripts or storyboards that are an effective and accurate realisation of the content and purpose of their production briefs ◆ create scripts or storyboards that correctly use the language of professional production techniques ◆ create scripts or storyboards that can be delivered in the constraints of the allocated budgets for given briefs

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
 - reliability
 - discipline
 - trustworthiness
 - compliance
- ◆ Adapting:
 - willingness to learn
 - critical reflection
 - resilience
 - working under pressure
- ◆ Initiative:
 - self-promotion
 - showing enthusiasm and 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, email and social media
 - skills in listening, storytelling and relaying accurate information
- ◆ Feeling:
 - showing empathy
 - engaging an audience through narrative techniques and structure
 - building relationships
 - understanding production etiquette
- ◆ Collaborating:
 - working as part of a team

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
 - creative 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 creating a script that reflects the available budget, resources, duration and timelines.

Communication

Learners can develop their communication skills by communicating clearly and concisely in person and through digital methods, such as telephone, email and social media. They can also work on listening, relaying accurate information and storytelling, using narrative techniques and structure.

Digital

Learners can develop their digital skills by using different software and hardware to research and format scripts.

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

If you deliver the unit as part of a group award, we recommend that you teach and assess it in the subject area of the group award to which it contributes.

You can deliver and assess the unit alongside Television: Collaborative Production Projects at SCQF level 8, Television: Working in Industry at SCQF level 8 and selected optional units in the Higher National Diploma (HND) Television at SCQF level 8.

Additional guidance

The guidance in this section is not mandatory.

Content and context of this unit

The aim of the unit is for learners to produce scripts to briefs supplied by your centre, a client or a workplace.

For your guidance, programme types could include, but are not limited to:

- ◆ non-factual:
 - continuous serial
 - light entertainment
 - music programme
 - music video
 - magazine programme
 - children's entertainment
 - animation
 - television advertising
- ◆ factual:
 - extended news reports
 - education and training material
 - documentary
 - magazine
 - talk shows

You can focus on briefs that support your centre's specialisms, local employment opportunities or skills gaps. However, you should introduce learners to a variety of script formats that follow standard television script conventions.

Approaches to assessment

You should assess learners on their synopses and treatments, presented in an appropriate format, and a production script or storyboard. Learners' assessment evidence should meet the requirements of a specified brief and be collated in a portfolio.

You are not assessing learners on their artistic ability when they produce storyboards; however, their storyboards should provide clear and unambiguous guidance to other production personnel.

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

Scriptwriting (SCQF level 8)

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 helps you to develop the skills you need to produce complete scripts or storyboards to given briefs for television programmes.

Entry to the unit is at your centre's discretion. We recommend that you have successfully completed Television: Programme Production at SCQF level 7 or have relevant experience before starting the unit.

On completion of the unit, you can:

- 1 create synopses and treatments to meet the requirements of a specified programme brief
- 2 create complete production scripts or storyboards for television productions

You must produce a portfolio of evidence for assessment in response to a brief. Your portfolio should contain:

- ◆ a synopsis
- ◆ a treatment
- ◆ a complete production script or storyboard

For your guidance, programme types could include, but are not limited to:

- ◆ non-factual:
 - continuous serial
 - light entertainment
 - music programme
 - music video
 - magazine programme
 - children's entertainment
 - animation
 - television advertising

- ◆ factual:
 - extended news reports
 - education and training material
 - documentary
 - magazine
 - talk shows

When you finish the unit as part of the Higher National Diploma (HND) Television, you may have the opportunity to progress to further study, including degree-level courses, or employment.

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

This meta-skill includes:

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

Social intelligence

This meta-skill includes:

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

Innovation

This meta-skill includes:

- ◆ Curiosity:
 - asking questions
 - researching
 - looking at things from a different angle
 - creative 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

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: KC

History of changes

Version	Description of change	Date

Note: please check [SQA's website](#) to ensure you are using the most up-to-date version of this document.

© Scottish Qualifications Authority 2024