Next Generation Higher National Educator Guide

Higher National Certificate in Television

Group award code GT1L 47

Valid from session 2024 to 2025

This guide provides information about the Higher National Certificate (HNC) 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 HNC.

You must read it alongside the Grading Pack.

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Contents

Purpose of the qualification

Higher National Certificate (HNC) Television provides learners with basic technical skills and an understanding of production stages and industry working practices. It introduces learners to a range of production experiences, across different roles and genres of television production, that can be used to enable progression to employment in entry-level roles or further study.

The development of professional skills and personal behaviours required by the television industry underpins this qualification, and helps learners to thrive in an ever-changing world.

Structure

Higher National Certificates (HNCs) are at SCQF level 7 and are made up of 120 SCQF credit points (15 SQA credits). HNCs must incorporate at least 80 credit points (10 SQA credits) at SCQF level 7.

Framework

The HNC is made up of mandatory and optional units. Learners must complete all of the mandatory units and 5 SQA credits from the optional units.

Mandatory units

Unit code	Unit title	SQA credit	SCQF credit points	SCQF level
J5ME 47	Television Programme Production	5	40	7
J5MD 47	Television Technical Production	5	40	7

Optional units

Unit code	Unit title	SQA credit	SCQF credit points	SCQF level
J5MF 47	Television Planning and Production	1	8	7
J5MG 48	Television Scriptwriting Non-Factual	2	16	8
J5MH 48	Audio Post Production for Video	2	16	8
J5MJ 47	Compositing and Motion Graphics	1	8	7
J5MK 48	Critical Analysis of Texts	1	8	8
J6DP 48	Scriptwriting	1	8	8
J7D3 48	Multicamera Production: On Location	1	8	8
J7D2 48	Multicamera Production: Studio Gallery	1	8	8
J7D1 48	Multicamera Production: Studio Floor	1	8	8
J7N3 47	Work-based Learning	3	24	7
J75E 47	Communication: Practical Skills	1	8	7
J76D 47	Literature: Close Reading Skills	1	8	7

Aims of the qualification

HNC Television aims to provide learners with the technical, production and practical skills they need to succeed in the television industry.

General aims

1 enhance learners' employment prospects
2 include opportunities for learners to develop meta-skills to support the active development of professional practice and behaviours, and to give learners self-awareness and understanding that they can use these meta-skills to increase, enhance and discuss their employability
3 support learners' continuing professional development and career development
4 enable progression within the Scottish Credit and Qualifications Framework (SCQF).
5 develop learning and transferable skills (including meta-skills)

Specific aims

Develop learners' understanding of:

1 the television landscape
2 ideas and the commissioning process
3 hierarchies, roles and responsibilities; how they link together, but also differ depending on the department or genre
4 a range of equipment and software packages, and how the skills they provide are transferable from one to another
5 data wrangling, and the importance of meta-data
6 production workflows
7 production documentation
8 health and safety, and risk assessments
9 permissions and potential copyright issues
10 freelance working fundamentals

Qualification structure

You can integrate and deliver the mandatory units and selected optional units through practical project briefs. The structure allows for flexible and multi-disciplinary learning opportunities.

The large mandatory units support a project-based approach, allowing learners to take on a variety of roles as they develop the relevant skills, knowledge and experience.

The projects your centre sets may vary in number and size, depending on local needs and selected optional units.

Who is this qualification for?

This qualification is suitable for learners who are interested in pursuing a career in television and the screen industries and who wish to develop the knowledge and creative and technical skills required for this industry. The awards are offered on a full-time basis.

Entry to this qualification is at your centre's discretion. However, we recommend that learners have one or more of the following:

♦ any relevant group award at SCQF level 6 or above
♦ English and Communication at Higher level, plus one other relevant National Qualification at Higher level; in addition, at least three qualifications at National 4 or above
♦ a Scottish Vocational Qualification (SVQ) at level 2 or 3 in a relevant area
♦ relevant National Units at appropriate levels
♦ distinct combinations of relevant National Qualifications, Vocational Qualifications and equivalent qualifications from other awarding bodies may also be acceptable, as would suitable vendor qualifications at an appropriate level
♦ suitable industry experience, if your centre believes that the learner is likely to benefit from carrying out the award. The enrolling centre may require learners to submit relevant content and interview tasks

Communication and collaborative team-working are important in the television industry, so your centre may wish to interview prospective learners and/or ask them to pitch or give a presentation in connection with these skills.

Recognising prior learning

SQA recognises that learners gain knowledge and skills through formal, non-formal and informal learning contexts. Formal learning is learning certificated by a recognised awarding or professional body. Non-formal learning includes learning such as employers' in-house training courses. Informal learning is learning based on experience from a variety of environments that is not formally assessed.

It is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full HNC.

You can find more information and guidance about the recognition of prior learning on SQA's website.

Articulation and progression

Learners who complete this qualification could go on to:

♦ other qualifications in television or related areas, such as:
— Higher National Diploma (HND) Television
— BA Television
— BA Filmmaking and Screen Writing
— BA Broadcast Production
♦ further study, employment and/or training
— entry-level roles, such as a runner, researcher or trainee

Each television department has professional working practices that are learned over time, and which provide understanding of the responsibilities that directors and producers have to the channel, production crew and others. To progress to these positions, learners need enough skills and broadcasting experience to fully understand the roles.

Your centre may have an informal agreement with specific higher education institutions that help suitable learners to progress, usually on an individual case by-case basis.

Credit transfer arrangements

Centres can make decisions about transferring credits. They can transfer credits if the subject-related content of the units is broadly equivalent. Centres should consider the currency of a learner's achievement before transferring credit.

Recommended Core Skills entry profile

We recommend learners have the following Core Skills SCQF levels before starting this qualification. This information can help identify learners who may need additional support.

Core Skill	Recommended SCQF entry profile
Communication	Level 6
Numeracy	Level 6
Information and communications technology (ICT)	Level 6
Problem solving	Level 6
Working with others	Level 6

How the qualification meets employer and higher education institution needs

This qualification is designed in collaboration with employers, higher education institutions (HEIs), practitioners and professional bodies to meet the sector need.

The following tables show how the qualification can benefit employers and HEIs by equipping learners with the necessary skill set:

♦ Table 1 shows how units map to the aims of the qualification.
♦ Table 2 shows how the units map to National Occupational Standards.
♦ Table 3 shows the assessment strategy for the qualification.

Table 1: mapping qualification aims to units

Key: aim is directly relevant to unit (X), aim is optional in this unit (O), aim is not applicable to this unit (N/A)

General aims

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5
J5ME 47	Television Programme Production	X	X	X	X	X
J5MD 47	Television Technical Production	X	X	X	X	X

Specific aims

Unit code	Unit title	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9	Aim 10
J5ME 47	Television Programme Production	X	X	X	N/A	X	X	X	X	X	X
J5MD 47	Television Technical Production	N/A	N/A	X	X	X	X	X	X	N/A	X

Table 2: mapping National Occupational Standards (NOS) and/or trade or professional body requirements to units

Screenskills has developed a wide range of NOS for all occupations across the creative industries. These standards define the skills, knowledge and experience required to work in the various sectors of the creative industries. The table shows the relationship between the mandatory units of HNC Television and the relevant NOS. The HN units provide underpinning knowledge and skills, however, they do not cover all aspects of the NOS.

Unit code	Unit title	NOS codes
J5ME 47	Television Programme Production	SKSP12, SKSP14, SKSP15, SKSP16, SKSP17, SKSP18, SKSP19, SKSP20, SKSP21, SKSP22, SKSP23, SKSP24, SKSP29, SKSP33, SKSP37, SKSP38, SKSP1, SKSP8
J5MD 47	Television Technical Production	SKSL2, SKSL8, SKSC1, SKSC3, SKSC7, SKSC9, SKSC12, SKSC15, SKSC18, SKSC20, SKSC22, SKSC28, SKSC29, SKSC36, SKSS04, SKSS06, SKSS12, SKSPP01, SKSPP04, SKSPP05, SKSPP08, SKSPP17, SKSPP20, SKSPP21

Table 3: assessment strategy for the qualification

Unit code	Unit title	Assessment method
J5ME 47	Television Programme Production	Project (open-book)
J5MD 47	Television Technical Production	Project (open-book)

Meta-skills

Every Next Generation Higher National (NextGen: HN) Qualification gives learners the opportunity to develop includes 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

From early on in the qualification, we want learners to identify and understand the meta-skills they can develop, and to appreciate the personal and professional value of these skills. We want to support learners to continue to articulate, use and build on them long after they have achieved their qualification. In this way, we help learners to develop broad skills profiles, enabling them to thrive in a changing world.

Learners have opportunities to develop meta-skills throughout their NextGen: HN Qualification. Every unit signposts opportunities for learners to develop meta-skills, and there is an assessed outcome in one of the mandatory units. When you make your whole-qualification grade decisions, you consider learners' commitment to engaging with meta-skills development.

You do not assess learners on their competence or progress in individual meta-skills. Instead, you assess them on evidence that they have engaged with a personal process of development. Meta-skills development is founded on a clear process of self-assessment, goal setting, action planning and reflective practice.

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

Meta-skills in HNC Television

Television industry-specific professional skills and personal behaviours (meta-skills) include:

Self-management

This meta-skill includes:

- ♦ Focusing:
- — attention to detail
- — record keeping
- ♦ Integrity:
- — strong work ethic
- — timekeeping
- — reliability and discipline
- — trustworthiness and compliance

- ♦ Adapting:
- — willingness to learn and critically reflect
- — resilience
- — working under pressure
- ♦ Initiative:
- — ability to sell oneself and articulate
- — 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 and email
- — listening skills
- — 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 meta-skill includes:

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

Learning for Sustainability

Context

The United Nations (UN) 2030 Agenda for Sustainable Development, adopted by the UK in 2015, has shaped the development of Scottish, national and international sustainability policy. It sets out the UN Sustainable Development Goals (SDGs), which are central to the Scottish Government's National Performance Framework. Learning for Sustainability (LfS) is a commitment to embedding the SDGs in Scottish education.

LfS embraces global citizenship, sustainable development, social justice, human rights, climate change, biodiversity loss, equality and inclusion. Learners develop their capacity to deal with the unpredictable social, economic and environmental challenges facing our rapidly changing world.

LfS combines:

♦ education for sustainable development (ESD)
♦ global citizenship
♦ outdoor learning

ESD is the internationally used term for sustainability education. Although LfS has a broader remit, the terms are largely interchangeable. Colleges and universities tend to use ESD, while schools usually use LfS. Both focus on a broad range of social, economic and environmental themes and approaches across all levels of education. SQA uses LfS as an umbrella term.

Learning for Sustainability in Next Generation Higher National Qualifications

Sustainability is a core component in this qualification.

Learners who complete this qualification should have:

♦ a general understanding of social, economic and environmental sustainability
♦ a general understanding of the 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

Sustainability is embedded as an outcome in Television Programme Production.

Learners who complete this outcome can:

♦ assess their own knowledge and understanding of sustainability and the SDGs
♦ review unit content against the SDGs to identify a sustainability-related issue
♦ apply knowledge and understanding of sustainability and the SDGs to propose improvements

HNC Television: case study

Incorporating sustainability

Sustainability is an overarching concept, first mooted in the 1980s when it was recognised that an international plan of action was required to tackle the many global issues that were, and still are, affecting the planet.

Sustainability has three overlapping pillars: social inclusion, environmental protection, and economic growth. In theory, for something to be truly sustainable, there must be a balance between all three pillars. In practice, compromise is usually required to decide the best practicable option. This may not necessarily be the best for people or for profit, or even for the environment, but it should be the best fit at present, and have an expectation of flexibility.

The impact on HN Television

Understanding about sustainability is essential, both for our planet and to ensure our learners have the knowledge required to work in the industry.

For HNC Television, you should encourage learners to engage with sustainable practices. During the HNC pilot phase, New College Lanarkshire published a blog highlighting what their learners were doing. Learners were set a Film Noir project, which encouraged them to:

- film locally, making use of surrounding architecture
- log shots on location using mobile phones, to cut down on paper printing
- make scripts sustainable, considering aspects of production such as:
— travel
— catering
— carbon offset
— recycling

How do the HNC Television evidence requirements reflect sustainability?

Sustainability is included in the knowledge, skills and evidence requirements in the mandatory units, which link to the SQA LfS reflective framework grouping of Biosphere and to the following SDGs:

- 8 — decent work and economic growth: promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- 9 — industry, innovation and infrastructure: build resilient infrastructure, promote inclusive and sustainable industrialisation, foster innovation
- 12 — responsible consumption and production: ensure sustainable consumption and production patterns
- 13 — climate action: take urgent action to combat climate change and its impacts by regulating emissions and promoting developments in renewable energy
- 14 — life below water: conserve and sustainably use the oceans, seas and marine resources for sustainable development

- ♦ 15 — life on land: protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

You can cover any of the SDGs that are relevant to the subject area.

Find out more about SQA's approach at [Learning for Sustainability in NextGen: HN](#).

Grading

Please see the Grading Pack for this qualification for more information on making grade judgements.

Grading in Next Generation: Higher National (NextGen: HN) Qualifications produces a valid and reliable record of a learner's level of achievement across the breadth of the qualification content.

As well as grading the whole qualification, you assess individual units on a pass or fail basis. Each unit has evidence requirements that learners must achieve before you can consider them for whole-qualification grading.

Whole-qualification grade outcomes

Learners who pass NextGen: HN Qualifications receive one of the following grade outcomes for the qualification as a whole:

♦ Achieved with Distinction
♦ Achieved with Merit
♦ Achieved

To determine a learner's whole-qualification grade, you use the grading matrix to assess and judge their performance across the key aspects of the HNC. You must align your judgements with the following whole-qualification grade descriptors.

Whole-qualification grade descriptors

Achieved with Distinction

The learner has achieved an excellent standard across the course content, going significantly beyond meeting the qualification requirements. They showed a comprehensive knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete high-quality work. They engaged significantly with the process of developing their meta-skills in the context of their HN qualification.

Achieved with Merit

The learner has achieved a very good standard across the course content, going beyond meeting the qualification requirements. They showed a very good knowledge and understanding of course concepts and principles, and consistently used them to apply skills to complete work of a standard above that expected for an Achieved grade. They actively engaged with the process of developing their meta-skills in the context of their HN qualification.

Achieved

The learner has achieved a good standard across the course content, credibly meeting the qualification requirements. They showed a good knowledge and understanding of course concepts and principles, and used them to apply skills to complete work of the required standard. They engaged with the process of developing their meta-skills in the context of their HN qualification.

Approaches to delivery and assessment

Sequencing or integrating units

The mandatory units and selected optional units are designed to be integrated and delivered through practical project briefs. The structure allows for flexible and multi-disciplinary learning opportunities.

The large mandatory units support a project-based approach, allowing learners to take on a variety of roles as they develop the relevant skills, knowledge and experience.

Centres set their own projects and these may vary in number and size, depending on local needs and selected optional units.

Additional guidance on integrated or holistic assessment

Holistic or integrated assessment focuses on assessing a number of outcomes in a unit together, or in some cases the whole unit, rather than specific outcomes. When assessing a unit of competence holistically, the assessment activities integrate a number of aspects of the competence. Holistic or integrated assessment can reduce the time spent on assessment and can promote greater equity in the assessment process.

When developing or revising a NextGen: HN Qualification, SQA works with a development team to devise an appropriate assessment strategy that accommodates holistic or integrated assessment. However, the practice of integrating units for the purposes of learning and teaching is a centre-led activity.

Units are designed to facilitate holistic or integrated assessment approaches that prevent large, unwieldy assessments.

Sometimes more than one piece of evidence is needed for a unit. For example, if a unit is about television programme production, a learner would need to produce evidence of performance (following the correct procedures and processes) and product (a completed programme).

Evidence requirements must do what they say: specify requirements for evidence of learner competence in the unit. The evidence must be of sufficient quality for an assessor or verifier to judge that the learner has achieved the unit.

Remediation and re-assessment in Next Generation Higher National Qualifications

Remediation

Remediation allows an assessor to clarify learners' responses, either by requiring a written amendment or by oral questioning, where there is a minor shortfall or omission in evidence requirements. In either case, the assessor must formally note such instances, in writing or as a recording, and make them available to the internal and external verifier.

Remediation is not permitted for closed-book assessments.

The size and structure of the larger NextGen: HN units should mean that the assessor or lecturer is close enough to ongoing assessment activity in project-based units to identify the requirement for remediation as it occurs.

Re-assessment

We must give learners who fail the unit a re-assessment opportunity or, in exceptional circumstances, two re-assessment opportunities. Where we have introduced larger units to the framework, we expect instances of re-assessment to be minimal, due to the approach to assessment and remediation. Where re-assessment is required in a project-based unit, a substantially different project must be used.

Information for centres

Equality and inclusion

The units in this HNC are designed to be as fair and as accessible as possible, with no unnecessary barriers to learning or assessment.

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

Guidance on assessment arrangements for disabled learners and/or those with additional support needs is available on the assessment arrangements web page.

Internal and external verification

All instruments of assessment used in this qualification should be internally verified according to your centre's policies and SQA's guidelines.

SQA carries out external verification to ensure that internal assessment meets the national guidelines for this qualification.

Further information on internal and external verification is available in SQA's Guide to Assessment and in Next Generation: Higher National Quality Assurance — Guidance for Centres.

Glossary

SQA credits: 1 SQA credit equals 8 SCQF credit points.

SQA credit value indicates the contribution the unit makes to an SQA qualification. An SQA credit value of 1 represents approximately 40 hours of learning, teaching and assessment.

SCQF: the Scottish Credit and Qualifications Framework (SCQF) is Scotland's national framework for describing qualifications. We use SCQF terminology in this guide to refer to credits and levels. [For more information on the SCQF, visit the SCQF website.](#)

SCQF credit points indicate the amount of learning required to complete a qualification. NextGen HNCs and HNDs are worth 120 SCQF credit points.

SCQF levels indicate how hard the qualification is to achieve. The SCQF covers 12 levels of learning. NextGen HNCs are at SCQF level 7 and NextGen HNDs are at SCQF level 8.

Information for learners

HNC Television

This information explains:

♦ 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
♦ opportunities for further learning and employment

Qualification information

HNC Television provides you with an understanding of the key stages of production, industry roles and working practices. It introduces you to a range of production experiences, across different roles and genres of television, that you can use to progress to employment in entry-level roles or further study.

You learn about camera, lighting, editing and sound, as well as how to manage media workflow. Along with these technical skills, you learn about television research, idea development, production management, producing and directing roles. Teamwork, collaboration and communication are very important in all stages of production.

The development of professional skills and personal behaviours (meta-skills) required by the television industry underpins the qualification. This helps you to thrive in an ever-changing world.

You are assessed on the roles you take on and the projects you create throughout the academic year, and this informs your final grade. You are graded across three competencies: sector-specific, academic, and professional behaviours.

On completion of the course, you understand how television programmes are created and how the television and screen industry operates.

Graduates of HNC Television might progress straight to relevant industry work, or to HND Television.

Posts that are relevant to HNC Television graduates include:

♦ floor runner
♦ post-production runner
♦ trainee within technical or production roles

Production companies, industry-led organisations (Screenskills), national bodies (Screen Scotland), trade bodies and unions often have training schemes that support new talent entering the industry.

Alternatively, you may wish to progress to a university degree programme. There are a number of degree programmes in television, screen or related subjects including:

♦ BA Television
♦ BA Filmmaking and Screen Writing
♦ BA Broadcast Production

Appendix: support materials

This section contains an example of a brief and useful links.

Example brief: There is no Planet B

This production project builds evidence of knowledge and skills contained in the following units and contributes to your overall grade for the HNC.

♦ J5ME 47 Television Programme Production
♦ J5MD 47 Television Technical Production

Background

Since 2018, Greta Thunberg has been challenging people and leaders around the world to act on climate change. This has become a movement led by young people through the Fridays for Future school strikes. David Attenborough's BBC Blue Planet TV series has created a 'Blue Planet effect', which motivated people to consume less plastic, for example by opting for reusable items like water bottles instead of single use versions. Along with other campaigners, scientists, public figures and organisations, this has brought the issue of sustainability to the forefront. Individuals, workplaces and governments are taking steps and pledges to prevent global temperatures from rising above 1.5 degrees Celsius in the next 20 years.

The organisation albert was set up in 2011 to tackle the creative industries' environmental impact and to inspire screen audiences to act for a sustainable future. It encourages the film and television industry to improve practices off screen to eliminate waste and carbon production and build awareness on screen by introducing or highlighting sustainable issues. Companies that meet the albert criteria gain certification. 1917 was the first feature film to gain certification; this article explores how they did it.

Commissioners now include sustainability and albert certification as a key factor when commissioning projects.

Your challenge: team project

Working as a team, create an original programme that actively considers sustainability, both off screen and on screen.

An example of reducing the carbon footprint during production would be to minimise car travel to and from locations or use re-usable batteries to power equipment.

An example of on-screen promotion of sustainability would be characters discussing issues in an everyday context, or using reusable water bottles and cups as props.

The topic, theme, genre and duration are decided by your centre; they don't need to be sustainability related.

Evidence required

As a team: you must provide product evidence of the completed production and progress through the development, planning, production and post-production phases. Your evidence must include:

♦ the completed programme in an appropriate format
♦ a digital production folder that contains a range of digital documents completed by each team member in relation to their role. The digital documents can include:

— treatment (that actively considers and influences sustainability)
— script (that actively considers and influences sustainability)
— initial budget (including carbon usage calculations)
— 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

As an individual: you must take on a specific role for the project, demonstrating the knowledge, skills, behaviours, and responsibilities that are required of the role. You must maintain a reflective diary, vlog or blog. You must provide:

♦ a self-evaluation and/or reflective diary, vlog or blog that relates personal, technical and academic skills and meta-skills developments to career opportunities within and beyond the television industry in Scotland. Your diary, vlog or blog should include references to personal, peer, lecturer and industry feedback.

Across the HNC Television, you **must** take on the individual role of producer, director and a minimum of one other role to meet the requirements of the qualification.

Meta-skills

Examples of meta-skills that you may develop during this production are:

Self-management

Adaptability is a meta-skill that develops willingness to learn, critical reflection, resilience and the ability to work under pressure.

Social intelligence

Communication is a meta-skill that develops your ability to tell stories using appropriate methods, listen to others, take on board feedback and relay accurate information.

Innovation

Curiosity is a meta-skill that develops skills in asking questions, researching, looking at things from a different angle, critical writing, and engaging with and understanding industry practice.

Idea generator: UN SDGs

Whatever the topic or theme, you should try to further embed or promote SDGs within your project; they may even help in the creative process. The focus on reducing your teams carbon footprint during your production and promoting this on screen is in line with the UN SDG 13 — Climate Action. There are [17 UN SDGs](#) which are part of global partnership and urgent call to action to ensure peace and prosperity for people and the planet, now and into the future.

Scotland's approach to the UN SDGs

In July 2015, Scotland became one of the first countries in the world to adopt the UN SDGs.

The National Performance Framework (NPF) and the UN SDGs share the same aims. The NPF is Scotland's way of localising the UN SDGs. The NPF focuses on tackling inequalities, so that no one in Scotland is left behind as we work together to achieve the UN SDGs.

Summary of groupings and UN SDGs

SDG grouping	UN SDG
Health and wellbeing	2 — zero hunger 3 — good health and wellbeing for people 6 — clean water and sanitation
Biosphere	13 — climate action 14 — life below water 15 — life on land
Equality	1 — no poverty 4 — quality education 5 — gender equality 10 — reducing inequalities
Society	8 — decent work and economic growth 9 — industry, innovation and infrastructure 16 — peace, justice and strong institutions
Resource stewardship	7 — affordable and clean energy 11 — sustainable cities and communities 12 — responsible consumption and production
Partnership	17 — partnership for the goals

You can also use the albert editorial tool.

Useful links

At the time of writing, the links in this section can provide a useful addition to your course support materials.

General

[Screen resources curated by Jude Winstanley](#)

Royal Television Society

[YouTube channel with recorded webinars](#)
[Getting in and getting noticed](#)
[Production management: have you got what it takes?](#)
[Useful education and training resources](#)

Screen Scotland

https://www.screen.scot/
https://www.screen.scot/film-in-scotland
https://www.screen.scot/film-education

Screenskills

https://www.screenskills.com/
https://www.screenskills.com/information-and-resources/

Freelancing and working in television

[Freelance toolkit](#)
[Bectu Vision](#)
[Bectu](#)
[Bectu ratecards](#)
[PACT](#)
[BFI resources and events for teachers](#)
https://www.bfi.org.uk/bfi-film-academy-opportunities-young-creatives/resources
https://www.bfi.org.uk/bfi-film-academy-opportunities-young-creatives/bfi-film-academy-how-do-i-work-film-television-industries?
[BAFTA Guru](#)
[BAFTA](#)
[Film Edinburgh](#)
[BBC Academy](#)

Regulatory guidelines

[Ofcom](#)
[4Compliance — Channel 4's legal & compliance hub for producers and editorial staff](#)
[Channel 4 — Duty of care: free e-learning modules](#)
[Broadcasting codes for TV and Radio](#)

Health and safety, and risk assessments

Health and Safety Executive (HSE)

https://www.hse.gov.uk/
https://www.hse.gov.uk/entertainment/theatre-tv/index.htm

Work experience — risk assessment guidance

https://www.hse.gov.uk/young-workers/employer/work-experience.htm

Broadcasting, Entertainment, Communications and Theatre Union (BECTU)

https://bectu.org.uk/topic/working-environment/
https://bectu.org.uk/topic/health-and-safety-law/

Copyright and Intellectual Property

Music licensing

https://www.prsformusic.com/
https://www.prsformusic.com/works/how-copyright-works
https://www.prsformusic.com/-/media/files/prs-for-music/licensing/production-music/2022-rate-cards/production-music-rate-card-2022.pdf

Legislation

Copyright, Designs and Patents Act 1988

Job opportunities

https://www.screenskills.com/jobs/?q=&regions=&industries=&careerStages=&pageIndex=1
https://en-gb.facebook.com/groups/tv.runners/about/

Learning for Sustainability

NextGen: HN — Learning for Sustainability
Bectu
Green documentary protocol
BBC Academy
FutureLearn courses: sustainability through film

Albert

https://wearealbert.org/
https://wearealbert.org/2022/06/20/our-new-tool-for-editorial-teams-has-launched/
https://wearealbert.org/education-partnership/

Meta-skills

[NextGen: HN — Meta-skills](#)

YouTube videos:

[Growth mindset versus fixed mindset](#)
[Mindset by Carol Dweck](#)
[Carol Dweck: developing a growth mindset](#)

CV of failures

[CV of failures: Princeton professor publishes résumé of his career lows](#)
[Johannes Haushofer: CV of failures](#)
[A CV of failures: Melanie Stefan](#)

FutureLearn courses

These are all free, but for a limited time only. Here are some useful examples:

[Developing a creative mindset](#)
[Studying and reflecting](#)
[Professional resilience](#)

Reflective practice and journals advice

[Barbara Bassot books](#)

Skills Development Scotland (SDS):

[Meta-skills toolkit](#)

Resource requirements

You must ensure that current industry practice and standards are maintained and exemplified regarding equipment, learning spaces, learning materials and the approach to delivery.

Administrative information

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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 guide, and check SQA's APS Navigator to ensure you are using the most up-to-date qualification structure.

If a unit is revised:

♦ no new centres can be approved to offer the previous version of the unit
♦ centres should only enter learners for the previous version of the unit if they can complete it before its finish date

For further information on SQA's Next Generation Higher National Qualifications please contact nextgen@sqa.org.uk.