

Next Generation Higher National Unit Specification

Television Technical Production (SCQF level 7)

Unit code: J5MD 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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Unit purpose

This unit helps learners to develop a broad understanding of television technical production, and the basic principles and practices of production workflows involving the use of camera, sound, lighting and editing equipment.

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 understand production workflows
- 2 contribute to production planning in a technical role
- 3 check, set up and de-rig equipment
- 4 use equipment during production to generate material suitable to include in a finished programme
- 5 edit materials
- 6 contribute to and comply with health and safety procedures

Evidence requirements

Learners must participate in a minimum of three projects.

They must perform the roles of camera operator, sound recordist, lighting operator and editor. This demonstrates their practical skills and reflects their level of knowledge and understanding across the various roles. Learners may perform more than one role per project.

Your assessor's checklist must detail the work learners carry out in each of the projects.

Learners must provide evidence of their involvement in relevant pre-production, production and post-production documentation and recorded media. They do not have to produce documentation for every stage of the project. However, they should use it where it helps them to carry out their role effectively. Learners must organise their documentation in files and accompany them with recorded material.

Learners maintain ongoing self-evaluation or reflective logs that relate personal, technical and academic skills, and the meta-skills they develop, to career opportunities in and beyond the television industry in Scotland. This should include their own feedback, as well as feedback from peers, lecturers and industry contacts.

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"> ◆ technical workflows, and the relationship between planning, production, post-production, and delivery ◆ technical standards ◆ capture formats ◆ media management systems ◆ media handling and backups throughout a workflow ◆ the impact that equipment choices and capture formats have on time, resources and budget 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ select equipment, settings and capture formats to meet the technical standards and aesthetics required to meet a brief
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ professional etiquette during meetings ◆ script analysis ◆ production planning processes and documentation ◆ technical roles and responsibilities ◆ technical requirements 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ interpret briefs and scripts to identify technical requirements ◆ work effectively with others to agree on technical choices that meet the needs of a brief
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ equipment and accessories ◆ correct handling procedures ◆ technical production terminology ◆ fault-finding 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ set up equipment, as required ◆ de-rig and pack up all equipment ◆ return equipment complete and in good order

Knowledge	Skills
<p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the principles of camerawork and camera systems ◆ camera types and suitability ◆ codecs and settings ◆ the principles of sound ◆ microphone types and suitability ◆ timecode and slating techniques ◆ lighting types ◆ the principles of light and lighting 	<p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ adjust settings on equipment, as required ◆ position equipment appropriately ◆ operate equipment to record material that meets the needs of a brief
<p>Outcome 5 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the principles of editing and editing systems ◆ editorial approaches and storytelling methods ◆ filenaming conventions ◆ the purpose of rough cuts in receiving feedback and finalising editorial decisions ◆ problem solving when editing content ◆ incorporating sound to support and enhance the visual image ◆ basic visual effects and graphics ◆ delivery methods ◆ delivery platforms ◆ archiving and storage 	<p>Outcome 5 Learners can:</p> <ul style="list-style-type: none"> ◆ gather and prepare all media for editing ◆ organise media files into appropriate categories and folders ◆ check naming conventions and log or slate information against the script ◆ annotate or edit the script ◆ set up editing equipment and import or link footage ◆ continually evaluate all aspects of the edit — technical and aesthetic — and revise them to meet the requirements of the brief and respond to feedback ◆ carry out a basic sound mix to ensure appropriate audio levels ◆ make a fine-cut edit that accurately meets the requirements of the brief ◆ export the final cut in the required version, using appropriate naming conventions ◆ archive material for easy retrieval

Knowledge	Skills
<p>Outcome 6 Learners should understand:</p> <ul style="list-style-type: none"> ◆ current health and safety legislation and requirements ◆ manual handling ◆ electrical safety ◆ risk assessments 	<p>Outcome 6 Learners can:</p> <ul style="list-style-type: none"> ◆ contribute to production risk assessments ◆ comply with controls, actions and procedures identified in the risk assessment

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 for and knowledge of the industry

Social intelligence

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

- ◆ Communicating:
 - storytelling using appropriate methods
 - listening to others
 - taking feedback on board
 - relaying accurate information
- ◆ Feeling:
 - showing empathy
 - building relationships
 - understanding production etiquette
 - accepting the perspectives of others to understand their feelings and motivations

- ◆ Collaborating:
 - working as part of a team
 - creating and maintaining group synergy when pursuing shared goals
- ◆ 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:

- ◆ calculating the capacity of a media card, duration of filming or length of a shot
- ◆ scheduling
- ◆ timecode reading
- ◆ recording slate numbers and log sheets

Communication

Learners can develop their communication skills by:

- ◆ contributing to meetings
- ◆ using a variety of social media platforms to exchange information
- ◆ working on scripts
- ◆ using call sheets
- ◆ giving and responding to verbal instructions
- ◆ considering legal and ethical aspects
- ◆ word processing
- ◆ working with others
- ◆ developing listening skills

Digital

As the entire workflow process is digital-based, learners develop digital literacy through all knowledge and skills.

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 Programme 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 the current industry practices in television programme production. You should support first-hand experiences of the television industry through industry talks, events and work experience.

Resources

To deliver the unit, you must be able to replicate industry practice. Resources you need include camera kits, audio recording facilities, lighting equipment, and editing facilities.

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 skillset.

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 must 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 Technical 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 helps you to develop a broad understanding of the basic principles and practices of television technical production workflows involving the use of camera, sound, lighting and editing equipment.

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

You must take on the roles of camera operator, sound recordist, lighting operator and editor. You evidence your skills and knowledge by submitting relevant production documents and recorded media. You may take on more than one role in a project.

You must be involved in a minimum of three projects.

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

- 1 understand production workflows
- 2 contribute to production planning in a technical role
- 3 check, set up and de-rig equipment
- 4 use equipment during a production to generate material suitable to include in a finished programme
- 5 edit materials
- 6 contribute to and comply with health and safety procedures

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

This meta-skill includes:

- ◆ Focusing:
 - attention to detail
 - record keeping
- ◆ Integrity:
 - work ethic
 - timekeeping and reliability
 - discipline
 - trustworthiness
 - compliance
- ◆ Adapting:
 - willingness to learn
 - critical reflection
 - resilience
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- ◆ Initiative:
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Social intelligence

This meta-skill includes:

- ◆ Communicating:
 - storytelling using appropriate methods
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- ◆ Feeling:
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- ◆ Collaborating:
 - working as part of a team
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- ◆ Leading:
 - motivating others

Innovation

This meta-skill includes:

- ◆ 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

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 your own feedback, as well as feedback from peers, lecturers and industry contacts.

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

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Superclass: KJ

History of changes

Version	Description of change	Date

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