

Next Generation Higher National Unit Specification

Television: Working in Industry (SCQF level 8)

Unit code: J6DL 48
SCQF level: 8 (24 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 the skills they need for working in the television industry, through producing programmes based on client briefs, in work experience or in paid employment.

Entry is at your centre's discretion. We recommend that learners have an understanding of television content production before starting the unit.

On completion of the unit, learners have the skills and experience they need for working in the television industry as an employee or freelancer.

Unit outcomes

Learners who complete this unit can:

- 1 create self-promotional materials
- 2 develop and maintain professional relationships
- 3 demonstrate self-management in a work-based situation
- 4 develop meta-skills in a vocational or academic context

Evidence requirements

Outcomes 1 to 3

Learners must participate in relevant work experience, producing programmes based on client briefs or working as an employee or freelancer. Learners can take on a variety of roles and experiences to complete the unit.

Learners collate their evidence in a portfolio, including:

- ◆ self-promotional materials, in a format that conforms with industry expectations
- ◆ documents showing communication with employers or clients: this could include copies of emails or screenshots that show networking or responses to client briefs
- ◆ ongoing self-evaluation or reflective logs documenting their ability to work professionally and manage working relationships, time and resources. This links to the meta-skills development and evaluation evidence required in Television: Collaborative Production Projects at SCQF level 8
- ◆ documents showing an understanding of the legal, ethical and financial records and reporting that is required when working as an employee or freelancer: this could include risk assessments, contracts, tax returns and release forms

Outcome 4

Learners must produce evidence to show 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](#).

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"> ◆ entry-level roles ◆ career pathways ◆ self-promotional techniques ◆ how to develop self-promotional materials ◆ networks and professional organisations 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ create a platform for promotional materials ◆ promote their own skills
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ etiquette and communication techniques when contacting industry professionals ◆ working practices, including sustainability good practice ◆ how to identify opportunities for continued professional development 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ communicate with industry professionals ◆ maintain professional working relationships
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ television industry roles and responsibilities ◆ television industry etiquette ◆ contracts ◆ legal and ethical responsibilities ◆ tax and self-assessment ◆ pay rates and working regulations 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ take on roles and responsibilities in a professional capacity ◆ record and report financial, legal and ethical information, in line with their role and responsibilities

Knowledge	Skills
<p>Outcome 4 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 4 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

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
 - 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
 - being able to prioritise tasks
- ◆ Critical thinking:
 - logical thinking
 - making judgements based on facts
 - decision making

Literacies

This unit provides opportunities to develop the following literacies.

Numeracy

Learners develop their numeracy skills by gaining an understanding of taxation and financial record keeping.

Communication

Learners develop their communication skills by communicating clearly and concisely in person and through digital methods, such as phone, email and social media. They also develop skills in listening, storytelling and relaying accurate information.

Digital

Learners develop their digital skills by using digital tools to create and distribute promotional materials. Learners also use digital tools to research, record, reflect and communicate with others.

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 should deliver and assess this unit alongside Television: Collaborative Production Projects 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 for this unit

Learners can carry out this unit alongside their roles and projects for Television: Collaborative Production Projects at SCQF level 8.

The unit should reflect current industry practices in television programme production. You should support learners' first-hand experience of the television industry through industry talks, events, work experience or working on client-based projects.

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

In outcomes 1 and 2, you should encourage learners to network, build a contacts list, seek feedback on promotional materials, and use the unit as an opportunity to build connections.

Outcome 3 is about building learners' confidence and understanding of working as a freelancer. You should help them to build a toolkit to show understanding of how to manage their payments, finances, and legal and ethical obligations. You can find more information on the online resources and organisations available to support freelancers in the Educator Guide.

Outcome 4 focuses on meta-skills. These are categorised as self-management, social intelligence and innovation, and they can enhance learners' employability in the television sector.

Approaches to assessment

You assess learners on the portfolio of evidence that they collate as they work through the unit.

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: Working in the Industry (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 gives you the workplace skills and experience you need to gain employment in the television industry as an employee or freelancer. You develop your skills through work experience, and working on client briefs or in the workplace.

You can carry out this unit alongside Television: Collaborative Production Projects at SCQF level 8 and selected optional units in the Higher National Diploma (HND) Television at SCQF level 8.

Entry is at your centre's discretion. We recommend that you have an understanding of television content production before starting the unit.

On completion of the unit, you can:

- 1 create self-promotional materials
- 2 develop and maintain professional relationships
- 3 demonstrate self-management in a work-based situation
- 4 develop meta-skills in a vocational or academic context

Throughout the unit, you are assessed on evidence you collate in a portfolio, including:

- ◆ self-promotional materials, in a format that conforms with industry expectations
- ◆ communication with employers or clients: this could include copies of emails or screenshots that show networking or responses to client briefs
- ◆ ongoing self-evaluation or reflective logs documenting your ability to work professionally and manage working relationships, time and resources (linked to the meta-skills development and evaluation evidence produced in Television: Collaborative Production Projects at SCQF level 8)
- ◆ documentation showing an understanding of the legal, ethical and financial records and reporting that are required when working as an employee or freelancer

You also gather evidence demonstrating that you can:

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

When you finish the unit, you have the skills and experience you need for working in the television industry as an employee or freelancer.

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
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- ◆ Feeling:
 - showing empathy
 - building relationships
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 - 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
 - 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

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Superclass: KJ

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.

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