

Next Generation Higher National Unit Specification

Television: Collaborative Production Projects (SCQF level 8)

Unit code: J6DM 48
SCQF level: 8 (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 gives learners the opportunity to work in programme teams and develop craft skills to produce television content. They can specialise in specific craft skills and programme production roles.

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 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 analyse personal contributions to collaborative television production projects
- 2 develop team strategies for the realisation of television production projects
- 3 contribute to the realisation of television production projects in programme team roles
- 4 develop craft skills in television production roles
- 5 develop craft skills in television post-production roles
- 6 evaluate television production projects
- 7 develop sustainability knowledge, understanding and skills in a vocational context

Evidence requirements

The unit raises learners' awareness of the possibilities and benefits of working with others to produce television content, and the development opportunities it can provide.

We expect learners to work with their peer group, although external collaboration is also possible.

All outcomes

Learners must participate in the production of several television programmes. The number of programmes is at your centre's discretion, and should be set so that learners can make a meaningful contribution in their chosen roles.

Learners should participate in the programme development stage, and then contribute to the creation of several television programmes in programme and craft roles.

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

There is a minimum of two projects, and each learner must carry out:

- ◆ three programme team roles
- ◆ three production craft roles
- ◆ two post-production craft roles

Your checklists should record learners' work in each of their projects. Learners can perform one role, for example sound recordist or editor, over many different projects.

The unit represents a significant step up from the level of performance we require in the Higher National Certificate (HNC) units Television Programme Production at SCQF level 7 and Television Technical Production at SCQF level 7, where we provide a more prescriptive description of evidence requirements. Learners' evaluations of their chosen roles are evident in their portfolios.

The unit allows learners to focus on areas of television production practice that relate to their own skills and career ambitions. The development of a range of meta-skills is essential for success in this context, for example:

- ◆ curiosity and creativity in the development of programme ideas
- ◆ collaborating with colleagues
- ◆ adapting ideas and approaches
- ◆ taking initiative and leading when appropriate, in craft roles as well as in producing and directing

To meet the sustainability outcome, 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

Learners collate their evidence in a portfolio, including:

- ◆ programmes
- ◆ relevant documentation
- ◆ a log or diary of their contribution to each of the production projects
- ◆ evaluation of meta-skills developed in relation to collaborative project work
- ◆ evaluation of production and craft roles:
 - a minimum of three programme team roles, one in detail
 - a minimum of three production craft roles, one in detail
 - a minimum of two post-production craft roles, one in detail
- ◆ evaluation of production projects

You can find examples of production and craft roles in the 'Additional guidance' section. This list is not exhaustive, and you can add roles at your centre's discretion, dependent on the nature and scale of the production.

It is important that you teach learners how roles can vary by context. For example, a camera operator's role may vary across scripted or non-scripted productions, or in single camera or multicamera contexts.

The completed programmes are the most important learner evidence, but learners should also provide a range of documents dependent on their roles. They should produce these to a high technical standard, in line with the industry practice appropriate to the roles.

Learners should produce documentation using sustainable practices, for example, by avoiding printed paperwork where possible.

You can find further information in the 'Additional guidance' section.

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"> ◆ their own key skills in a television production context ◆ the demands of a production project ◆ areas of and strategies for personal improvement ◆ the importance of effective communication | <p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ analyse the contribution they can make to production projects ◆ analyse the requirements of production projects ◆ communicate effectively |
| <p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ the requirements of the brief ◆ television production roles and responsibilities in context ◆ the range of roles and skills required to produce a project ◆ key team issues and required actions | <p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ interpret and respond to the brief ◆ agree roles and responsibilities ◆ identify challenges ◆ develop team strategies |
| <p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ television programme team roles in context ◆ the importance of creative development ◆ the importance of sustainable practice ◆ the importance of audience and purpose ◆ effective team working | <p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ carry out programme team roles ◆ develop a programme team role to a more advanced level ◆ work effectively in a team ◆ implement television production projects sustainably ◆ put a television production plan into action ◆ overcome challenges |

| Knowledge | Skills |
|---|--|
| <p>Outcome 4 Learners should understand:</p> <ul style="list-style-type: none"> ◆ television production craft roles in context ◆ the relationship of craft roles to other production and craft roles | <p>Outcome 4 Learners can:</p> <ul style="list-style-type: none"> ◆ carry out production craft roles ◆ develop one production craft role to a more advanced level |
| <p>Outcome 5 Learners should understand:</p> <ul style="list-style-type: none"> ◆ television post-production craft roles in context ◆ the relationship of craft roles to other production and craft roles | <p>Outcome 5 Learners can:</p> <ul style="list-style-type: none"> ◆ carry out post-production craft roles ◆ develop one post-production craft role to a more advanced level |
| <p>Outcome 6 Learners should understand:</p> <ul style="list-style-type: none"> ◆ meta-skills ◆ their own contribution and that of others ◆ indicators of television programme quality and the limitations of budget and production context | <p>Outcome 6 Learners can:</p> <ul style="list-style-type: none"> ◆ evaluate their developing meta-skills ◆ evaluate their own contribution and that of others ◆ evaluate programme quality in relation to budget and production limitations |
| <p>Outcome 7 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 7 Learners can:</p> <ul style="list-style-type: none"> ◆ review project plans and processes in meeting SDGs ◆ implement sustainable practices within 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
 - 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
 - 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 and managing programme timings.

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, storytelling and relaying accurate information.

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 should deliver and assess this unit alongside Television: Working in Industry at SCQF level 8 and optional units in the Higher National Diploma (HND) in Television at SCQF level 8.

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. You should support learners to build first-hand experiences of the television industry through industry talks, events and work experience.

All knowledge and skills development is based on project work, with learners taking on roles in a number of productions. 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 multiple skillsets.

You should separate programme team roles from craft roles.

In major productions, the split between programme team roles and craft or crew roles is especially clear. In smaller productions, the line between programme and craft roles is less obvious. Although craft roles include technical roles, they often contain aesthetic or creative elements.

Programme team roles include:

- ◆ producer
- ◆ director
- ◆ writer or script writer
- ◆ presenter or talent
- ◆ screenwriter
- ◆ assistant producer
- ◆ development producer or researcher
- ◆ executive producer
- ◆ line producer
- ◆ edit producer
- ◆ production assistant
- ◆ production manager or co-ordinator
- ◆ location scout
- ◆ script supervisor
- ◆ talent manager or assistant
- ◆ casting director or assistant
- ◆ self-shooter
- ◆ researcher
- ◆ logger
- ◆ runner

Craft roles include:

- ◆ camera
 - camera assistant
 - camera operator
 - jib operator
 - camera supervisor
 - vision supervisor
 - grip
 - digital imaging technician or data wrangler
 - prompter operator
 - director of photography or cinematographer
- ◆ sound
 - sound recordist or assistant
 - boom operator
 - sound supervisor
 - grams operator
- ◆ lighting
 - spark
 - gaffer
 - lighting director
 - lighting designer
 - lighting desk operator
- ◆ art department
 - art department runner or assistant
 - prop buyer
 - production designer
 - art director
- ◆ costume, hair and make-up
 - costume assistant
 - costume supervisor
 - costume designer
 - hair and make-up assistant
 - hair and make-up artist
 - hair and make-up designer

Post-production roles include:

- ◆ pictures
 - editor or assistant editor
 - colourist or grading assistant
 - online editor
 - motion graphic designer
 - graphic designer
- ◆ sound
 - sound assistant
 - sound editor
 - music editor
 - automated dialogue replacement (ADR) editor
 - Foley artist
 - composer
 - dubbing mixer
- ◆ other roles
 - subtitler
 - tech ops supervisor
 - deliverables producer

Where a learner carries out one role over many different projects, for example sound recordist or editor, each project provides an opportunity for continuing development.

Further context for each outcome is detailed below.

Analyse personal contributions to collaborative television production projects (outcome 1)

Outcome 1 allows learners to analyse the contribution they can make to projects throughout the unit. This requires them to recognise their capacity and limitations in relation to development and production knowledge, craft skills, and meta-skills.

Develop team strategies for the realisation of television production projects (outcome 2)

Outcome 2 focuses on forming teams capable of taking on the production challenge of each brief. Building on the self-knowledge at the heart of outcome 1, this outcome is about agreeing roles and then establishing and communicating the team approach.

Contribute to the realisation of television production projects in programme team roles (outcome 3)

Outcome 3 is where the programme team develops concepts, then creates and implements production plans. We expect learners to take on at least three different roles. These roles can be related; for example, they can be a researcher in one production and a producer in another.

Develop craft skills in television production roles (outcome 4)

In a production crew across several television projects, learners can develop skills in their chosen craft area. They must record and reflect on their development.

Develop craft skills in television post-production roles (outcome 5)

In a production crew across several television projects, learners can develop skills in their chosen craft area. They must record and reflect on their development.

Evaluate television production projects (outcome 6)

Evaluation is key to professional practice. We expect learners to evaluate their own contribution and development in relation to their project work, and to explain how their meta-skills have developed in context. They can do this by completing a self-analysis across the delivery period, as outlined in the Educator Guide.

Develop sustainability knowledge, understanding and skills in a vocational context (outcome 7)

Sustainability is embedded in television industry practices and processes. Learners can develop their understanding of social, economic and environmental challenges in relation to project plans and production processes.

Learners' evaluations

To develop to a more advanced level in their chosen roles, learners' detailed evaluations should include:

- ◆ an investigation of professional context and relationships
- ◆ career prospects and market opportunities
- ◆ role-specific skillsets
- ◆ required and developed transferable skills

We do not expect learners to provide a detailed evaluation of every project they have worked on, but they must address at least two in detail. These could include the following evaluation criteria:

- ◆ creativity in development
- ◆ technical factors
- ◆ sustainability
- ◆ aesthetic factors
- ◆ narrative factors
- ◆ quality of actors or contributors

Approaches to assessment

You assess learners on their completed programmes and portfolios of evidence. You can use an assessor's checklist to record work learners carry out in each of their projects.

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: Collaborative Production Projects (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 opportunity to work in programme teams and develop craft skills to produce television content. You can specialise in specific craft skills and programme production roles.

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 analyse personal contributions to collaborative television production projects
- 2 develop team strategies for the realisation of television production projects
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- 7 develop sustainability knowledge, understanding and skills in a vocational context

We have designed this unit to raise your awareness of the possibilities and benefits of working with others to produce television content, and the opportunities for development that it can bring.

We expect you to work with your peer group, although external collaboration is also possible.

You participate in the programme development stage and contribute to the creation of several television programmes, in programme and craft roles.

You carry out:

- ◆ three programme team roles (such as producer, director, researcher or production manager)
- ◆ three production craft roles (such as camera operator or sound recordist)
- ◆ two post-production craft roles (such as picture editor or sound mixer)

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
 - 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
 - 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 |
|---------|-----------------------|------|
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