

Next Generation Higher National Unit Specification

Television: Research (SCQF level 8)

Unit code: J6DN 48
SCQF level: 8 (16 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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This edition: April 2024 (version 1.0)

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Unit purpose

This unit helps learners to develop the skills they need to analyse the requirements of a research brief. They carry out development and research, from the initial commission of a project to post-production.

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 develop a proposal in response to a brief
- 2 apply production research techniques to meet the requirements of a brief
- 3 prepare script research material

Evidence requirements

Learners must demonstrate their knowledge and skills by collating evidence in a portfolio of research information, including:

- ◆ a proposal in a format relevant to the brief
- ◆ a record of research elements for a production, with an outline of potential sources relevant to the brief and audience
- ◆ research briefs for at least two elements of the content, including notes or links to sources to allow tracking and authentication of information
 - these should be concise and clear briefs for submission to the producer or director and other on-screen talent
- ◆ a comprehensive record of research, with a brief evaluation of suitability for the programme content
 - this should show clear progress of research, from initial research to post-production
- ◆ strategies appropriate for timescale and budgetary constraints
- ◆ accessible information, stored and organised logically

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"> ◆ target audiences and programme content ◆ how to present their work ◆ programme constraints ◆ timescales and budgets 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ interpret a brief ◆ create a proposal ◆ present a proposal
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ research elements ◆ research sources, including the internet ◆ analytical and critical thinking ◆ legal implications and constraints ◆ recording information ◆ time and budgetary constraints ◆ health and safety requirements 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ identify research elements ◆ identify research sources ◆ critically analyse research sources ◆ analyse legal implications and constraints, including copyright ◆ accurately and precisely record information ◆ work within time and budgetary constraints ◆ comply with health and safety regulations
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ how to select and collate research materials for a given brief ◆ how to identify research elements for scripting ◆ how to simplify and edit information ◆ research briefs ◆ legal and ethical issues 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ identify research elements ◆ analyse the suitability of research elements ◆ select and collate research materials ◆ record accurate and precise information ◆ analyse legal and ethical issues ◆ work with others to meet objectives

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

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 identifying research elements and sources that reflect their available budget, resources 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 and relaying accurate information.

Digital

Learners can develop their digital skills by using different software and hardware to find and collate information.

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 for this unit

The main focus of the unit is for learners to:

- ◆ experience the production process as a researcher
- ◆ understand the broad role of research in factual and non-factual content production
- ◆ transfer their new skills to their own productions

The unit should be part of a group award that provides learners with technical and professional knowledge and skills related to programme production.

You can effectively integrate outcomes 1, 2 and 3 with other units in the group award, so learners can experience generating content from the initial research required for idea development through to post-production.

Your feedback throughout the unit can support learners in research and editorial processes, allowing them to develop their knowledge and skills in:

- ◆ analysing research requirements appropriate to the target audience for the content
- ◆ suggesting strategies that support budgetary constraints and timescales
- ◆ outlining and evaluating a range of potential sources of information relevant to the brief
- ◆ identifying and evaluating potential contributions for the programme or content
- ◆ identifying the need to use archive material and understanding copyright issues and permission for use
- ◆ identifying locations relevant to the brief
- ◆ efficiently presenting accurate and comprehensive materials and records of information sources
- ◆ identifying and checking inconsistent and contradictory information
- ◆ communicating and being persuasive
- ◆ team working and collaborating

Learners should organise and store their files logically, to ensure business continuity.

Your delivery of the unit might include identification or analysis of the role of research in generating content. Learners can research:

- ◆ contributors
- ◆ locations
- ◆ archive material
- ◆ facts
- ◆ costume
- ◆ props

The skills of team working and collaborating are important in television research and learners have opportunities to enhance these skills throughout the unit.

Formative tasks in researching and evaluating the usefulness of elements, particularly contributors, are especially useful in developing the verbal communication skills that a content researcher needs. Learners use online research and written communication, but you should highlight the need for them to communicate verbally with contacts.

Approaches to assessment

You assess learners on the research they generate and gather in their portfolios.

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: Research (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 allows you to experience the role of researcher in factual or non-factual content generation, and to analyse the researcher's role in development and the production process.

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 develop a proposal in response to a brief
- 2 apply production research techniques to meet the requirements of a brief
- 3 prepare script research material

You work on a production and gain practical experience of the researcher's role in producing content. You analyse the requirements of your target audience and the purpose of the production, plan a research strategy, and generate a portfolio of the step-by-step research required to support the process.

The research you generate and gather in your portfolio during this process is used as evidence for assessment.

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
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- ◆ Feeling:
 - showing empathy
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- ◆ Collaborating:
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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

Published: April 2024 (version 1.0)

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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