

# Next Generation Higher National Unit Specification

## Content Creation (SCQF level 8)

**Unit code:** J6DX 47  
**SCQF level:** 8 (40 SCQF credit points)  
**Valid from:** session 2024 to 25

### **Prototype unit specification for use in pilot delivery only (version 2.0) January 2024**

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year.

This unit specification is for teachers and lecturers and contains all the mandatory information required to deliver and assess the unit.

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## **Unit purpose**

This unit explores learners' creativity across a range of disciplines and exposes them to a variety of programmes, genres and styles. This unit aims to address the multi-platform nature of modern content creation and allows learners to experiment with diverse programme types to realise their creative potential.

This unit is suitable for learners who have experience in producing radio or audio content.

## Unit outcomes

Learners who complete this unit can:

- 1 demonstrate an understanding of programme types
- 2 conduct appropriate research as part of the creative process
- 3 pitch a range of creative content ideas
- 4 produce a range of audio content in response to a brief
- 5 evaluate audio productions
- 6 develop their own meta-skills in a vocational context
- 7 develop sustainability knowledge and understanding and skills in a vocational context

## Evidence requirements

In outcome 1, learners analyse audio content from a variety of sources, identifying genre, style and production techniques. As part of their analysis, they identify the target audience for each piece of content.

In outcome 2, learners must analyse an audio marketplace, identifying the range of audio products, both national and local, over the air and online, that listeners can consume. They measure this against the available audience.

As part of their market analysis, learners identify an underserved 'gap', and consider how to serve these listeners.

In outcome 3, learners pitch a minimum of five different pieces of content aimed at the market gap identified in outcome 2. The content should be a mixture of live radio and podcasts, with technical standards that match the platform used for each specific item.

In outcome 4, learners produce the five pieces of content they pitched in outcome 3. They should include:

- ◆ a morning programme: not necessarily a music-based show, this could be a news magazine or a hybrid production intended for live consumption or as a podcast
- ◆ an information programme: this could be a news and current affairs show or a topical magazine intended to inform the listener
- ◆ two productions showing storytelling skills: one fiction and one non-fiction
- ◆ one production displaying innovative use of audio

You should assess learners' productions as individual, complete programmes with accompanying production paperwork. You can carry out assessments on 'as live' or pre-recorded productions, at your discretion.

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In outcome 5, learners evaluate their productions and their suitability for the target audience identified in outcome 2. They also consider the environmental impact of their production methods and propose modifications to increase sustainability in future. You can assess this outcome based on learners' productions, through an essay, or through an oral discussion.

In outcome 6, learners gather evidence to demonstrate that they have:

- ◆ self-assessed their own meta-skills baseline
- ◆ created a plan for their own meta-skills development
- ◆ carried out activities to develop and demonstrate meta-skills
- ◆ used reflective practice to monitor and assess the meta-skills they have improved or developed

For outcome 7, 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

This unit develops learners' meta-skills in the three categories of self-management, social intelligence and innovation (see the 'Meta-skills' section). We do not expect learners to develop or reference all of these, and they are not mandatory. There are many interrelationships and dependencies between these skills and, at SCQF level 8, the focus should be on holistic development in the vocational context. Learners should be able to reflect in depth on the meta-skills they are developing, and the relationships between them. They should include references to course projects, outputs and experiences that contribute to that development. It is the depth of reflection that is important, not the number of meta-skills referenced.

The standard of evidence should be consistent with the SCQF level of this unit.

You can find more information in the Next Generation Higher National Educator Guide.

## **Grading**

This unit contributes to learners' overall final grades. Please refer to the grading model in the Next Generation Higher National Educator Guide.

## Knowledge and skills

The following table shows the knowledge and skills covered by the unit outcomes.

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ multiple programme types and formats</li> <li>◆ the key conventions in different programme formats</li> <li>◆ the relationship between programmes and target audiences</li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ assess content for programme type</li> <li>◆ understand scripting and production conventions for different types of content</li> <li>◆ analyse target audiences for multiple pieces of content</li> </ul>
<p><b>Outcome 2</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the audio marketplace in each area</li> <li>◆ the need for gaps in a market to launch new content into</li> <li>◆ how different stations and audio products target different types of listener</li> </ul>	<p><b>Outcome 2</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ analyse the different offerings in an audio marketplace</li> <li>◆ identify an underserved potential audience</li> <li>◆ demonstrate how to reach an underserved audience</li> </ul>
<p><b>Outcome 3</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the importance of pitching in content creation</li> <li>◆ how to communicate effectively</li> <li>◆ how to plan effectively</li> <li>◆ how to choose and operate technical equipment for a variety of scenarios</li> <li>◆ record keeping</li> </ul>	<p><b>Outcome 3</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ pitch ideas</li> <li>◆ organise productions on time and on budget</li> <li>◆ communicate effectively with content commissioners</li> <li>◆ communicate effectively with colleagues</li> <li>◆ use technical equipment, software and other resources to create content in the studio and on location</li> <li>◆ create content in a variety of styles</li> </ul>

Knowledge	Skills
<p><b>Outcome 4</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the conventions of a range of audio programmes</li> <li>◆ target audience requirements</li> <li>◆ how to plan and produce a range of audio programmes</li> <li>◆ research and script development</li> <li>◆ working to deadlines</li> <li>◆ time management</li> <li>◆ working in teams and allocating roles</li> <li>◆ production values and techniques relevant to selected programme formats</li> <li>◆ technical operations required by each production</li> </ul>	<p><b>Outcome 4</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ identify programme characteristics of a range of formats</li> <li>◆ identify a target audience and select appropriate content</li> <li>◆ manage a range of productions from idea development through to recording</li> <li>◆ select suitable personnel and production methods</li> <li>◆ use a digital audio workstation (DAW) to develop content</li> <li>◆ operate technical equipment relevant to productions</li> <li>◆ liaise with show teams to meet programme deadlines</li> </ul>
<p><b>Outcome 5</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the importance of evaluation</li> </ul>	<p><b>Outcome 5</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ analyse their own content against agreed goals</li> <li>◆ suggest areas for improvement</li> </ul>

Knowledge	Skills
<p><b>Outcome 6</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ meta-skills: <ul style="list-style-type: none"> <li>— categories of self-management, social intelligence and innovation, and associated meta-skills, as described in <a href="#">Skills 4.0: A skills model to drive Scotland's future</a>, Centre for Work-based Learning in Scotland (2018)</li> <li>— the importance of developing meta-skills: employability, adaptability, effectiveness</li> <li>— specific meta-skills relevant to learners' vocational context: self-management, social intelligence, innovation</li> </ul> </li> <li>◆ approaches to developing meta-skills: <ul style="list-style-type: none"> <li>— self-awareness: analysing preferences, strengths and weaknesses; meta-skills self-assessment</li> <li>— goal setting and action planning</li> <li>— reflective practice: principles of reflective practice; tools and approaches for effective reflective practice</li> </ul> </li> </ul>	<p><b>Outcome 6</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ plan a strategy for their meta-skills development</li> <li>◆ implement and review plans for their meta-skills development</li> <li>◆ assess their own meta-skills development</li> </ul>
<p><b>Outcome 7</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ the general concepts of sustainability, and the SDGs</li> <li>◆ industry-specific sustainability issues and their relation to the SDGs</li> </ul>	<p><b>Outcome 7</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ review project plans and processes in meeting SDGs</li> <li>◆ implement sustainable practices within project plans and processes</li> </ul>

## Meta-skills

Throughout this unit, learners develop meta-skills to enhance their employability in the radio and audio sector.

### Self-management

This meta-skill includes:

- ◆ focusing: keeping to a project over a long-term period; remaining focused
- ◆ adapting: forward planning; timekeeping; keeping regular records; adapting to changing situations; learning about working on content alone and in small groups
- ◆ initiative: generating content; thinking of new ideas; improving ideas
- ◆ integrity: creating compliant work; demonstrating safe and ethical working practices

### Social intelligence

This meta-skill includes:

- ◆ collaborating: working in a team; directing colleagues; working with contributors; working with advertisers
- ◆ communicating: storytelling through audio; working to a brief
- ◆ feeling: being receptive to feedback; understanding changes in both audience and technology

### Innovation

This meta-skill includes:

- ◆ creativity: generating ideas; creating a finished product
- ◆ sense-making: researching; prioritising tasks; understanding structures and logistics
- ◆ curiosity: learning about new roles and areas in radio and audio; listening to new and challenging content
- ◆ critical thinking: analysing future tasks; evaluating completed tasks; considering improvements



## **Literacies**

Learners develop core skills in the following literacies:

### **Communication**

Learners develop their communication skills by collaborating with teams, working with contributors and storytelling through audio.

### **Digital**

Learners develop their digital skills and computer literacy by using specialist digital software and equipment to record, edit and publish audio content. They also use digital tools to research, write, record and communicate with others.

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## **Delivery of unit**

You should deliver and assess this unit along with Radio Station Operation at SCQF level 8, Working in the Radio and Audio Industry at SCQF level 8, and selected optional units Higher National Diploma (HND) Radio at SCQF level 8.

## **Additional guidance**

The guidance in this section is not mandatory.

Outcome 1 focuses on enhancing learners' knowledge and understanding of programme genre and type. It is essential for learners to grasp the importance of correctly identifying the target audience at the pre-production stage of any programme development. This ensures that they source and produce relevant content. You can refer learners to a variety of typical programme types that illustrate examples of good practice across national, regional and local broadcasts. Learners can present their responses to this outcome in a written or oral format, providing analysis of a range of programmes.

Outcome 2 encourages learners to conduct appropriate research as part of the pre-production process, ensuring accuracy and reliability in the scripting of audio content. They may wish to document their research in a log. This type of standard research activity also provides an opportunity for you to introduce learners to academic referencing, to support the higher education progression opportunities offered by the HND.

Outcome 3 uses the industry-standard practice of pitching as a platform for learners to display their ideas. The scenario for this should include a short pitch to a commissioning panel, with an opportunity to discuss and critically assess the ideas presented. You could engage with industry partners to provide a suitable context for the pitches or encourage peer involvement in providing an audience.

Outcome 4 allows learners to explore a range of programme types by creating their own productions. Briefs should be open enough for learners to select a variety of genres that allow them to explore the formats they are particularly interested in. You should encourage learners to consider formats that allow them to explore their production skills and express their creativity in a way that displays the skills acquired across the course. Access to equipment should influence the formats you choose for learners.

Outcome 5 encourages learners to reflect on the production process, from their initial ideas through to their final productions. This is an industry-standard practice that allows for reflection and celebrates success, while identifying areas for development in future projects.

Outcome 6 allows learners to demonstrate an understanding of their own meta-skills and develop them accordingly.

Outcome 7 allows learners to understand the importance of sustainability within technical processes and content creation.

## **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 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:

[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

## Information for learners

### Content Creation (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 helps you to explore your creativity across a range of disciplines and exposes you to a variety of programme genres and styles. It addresses the multi-platform nature of modern content creation and allows you to experiment with diverse programme types and celebrate their creative focus.

This unit is all about understanding the link between excellent content and available audience. Before starting this unit, you should have experience in producing radio or audio content.

### Unit outcomes

On completion of this unit, you can:

- 1 demonstrate an understanding of programme types
- 2 conduct appropriate research as part of the creative process
- 3 pitch a range of creative content ideas
- 4 produce a range of audio content in response to a brief
- 5 evaluate audio productions
- 6 develop your own meta-skills in a vocational context
- 7 develop sustainability knowledge and understanding and skills in a vocational context

In outcomes 1 and 2, you analyse existing content and its place in a particular geographic market. You analyse the content already on offer in the market and its target audience.

Existing content can include:

- ◆ national, local and community radio services
- ◆ popular podcasts
- ◆ any other audio content

As part of your market analysis, you identify an underserved 'gap' and consider how you can serve these listeners.

In outcomes 3 and 4, you pitch and produce audio content for that target audience across a variety of styles. The following examples are briefs you might follow:

- ◆ a morning programme that caters to the needs of the demographic at that time of day. You should balance the need for entertainment and information. You could choose an all-speech or music programme, but the key to your success is the way you can achieve your audience goals
- ◆ an 'information' programme such as a news magazine, or a game show. Your production should be well-paced and formatted to your target audience
- ◆ fiction and non-fiction programmes that allow you to celebrate good storytelling in audio. In the podcast space, storytelling has become especially important to engaging listeners. The rise of formats like 'true crime' proves that there is potential for well-told tales
- ◆ fictional programmes that ask you to produce something genuinely creative. You could choose a radio drama, a sitcom, or another type of content altogether.
- ◆ a final programme that displays your understanding of audio production technology, and encourages you to produce a crafted piece that, while satisfying to listen to, also highlights creative sound design as part of the storytelling process

In outcome 5, you evaluate your process and the finished programmes, identifying the highs and lows, while noting strategies to avoid issues in future production.

Outcome 6 helps you to develop your meta-skills in self-management, social intelligence and innovation.

Outcome 7 develops your understanding of the importance of sustainable practice in technical processes and content creation.

The content you produce in this unit can be assessed along with other units. For example, your use of audio briefs could cover technical outcomes elsewhere. Similarly, your market analysis could sit well in Radio Station Operation at SCQF level 8.

## **Grading**

This unit contributes to your overall final grade.

# Administrative information

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**Superclass:** KA

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## History of changes

Version	Description of change	Date
2.0	Addition of unit outcome 7.	January 2024

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