Next Generation Higher National Unit Specification

Creative Industries: Preparing for the Workplace (SCQF level 7)

Unit code: J6FK 47

SCQF level: 7 (8 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.

This edition: April 2024 (version 1.0)

Unit purpose

This unit prepares learners for the creative industries workplace. It introduces them to the range and variety of employment and self-employment opportunities in their chosen occupational area. Learners consider the qualities, expertise and skills (including transferable skills) required by their chosen role. We expect learners to develop their own personal promotional strategy.

Entry to the unit is at your centre's discretion. Learners should have good communication and interpersonal skills, and an understanding of the creative industries, 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 explore the range and variety of employment opportunities and working practices in a chosen occupational area of the creative industries
2 investigate the qualities, expertise and skills required by an identified role in a chosen occupational area of the creative industries
3 devise a personal proposition and develop a promotional strategy

Evidence requirements

To successfully achieve the unit, learners must provide evidence for the following outcomes:

Outcome 1

Learners must explore the range and variety of employment and self-employment opportunities in a chosen occupational area of the creative industries. They should examine working practices in that area with particular attention to legal, regulatory and ethical issues. In addition, they should reflect on the role of unions and professional associations.

Outcome 2

Learners must investigate the qualities, expertise and skills required by an identified role in a chosen occupational area of the creative industries. They should research and identify the key personal, vocational, business and management skills they need. They should understand basic business operations, including basic accounts, legal and contractual considerations, and health and safety requirements.

Outcome 3

Learners must devise a personal proposition and develop a promotional strategy with appropriate tactics and media to help them gain entry to their chosen area of the creative industries. They should self-evaluate their personal skills and review marketplace opportunities to identify an employment or entrepreneurial opportunity. They should develop a realistic unique selling point (USP) and a clear strategy for self-promotion, using appropriate promotional and presentation material. Learners must communicate their knowledge, skills and expertise in an interview or presentation scenario.

Grading

The unit contributes to learners' overall final grades.

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: ♦ a range of employers and self-employment opportunities ♦ types of employment and working practices ♦ legal, regulatory and ethical issues ♦ the role of professional associations and related unions	**Outcome 1** Learners can: ♦ investigate and examine opportunities for employment
Outcome 2 Learners should understand: ♦ the key personal qualities required for effective working ♦ time management and record keeping ♦ basic business operations ♦ occupational expertise ♦ transferable skills ♦ enterprise initiative ♦ intellectual property	**Outcome 2** Learners can: ♦ communicate and interact with other people to maintain positive relationships ♦ use current technology, media and software
Outcome 3 Learners should understand: ♦ their strengths, weaknesses, opportunities and threats ♦ their aims and objectives ♦ market opportunities ♦ USPs ♦ how to create a curriculum vitae (CV) ♦ promotional tactics and media ♦ presentation skills	**Outcome 3** Learners can: ♦ evaluate their own strengths, weaknesses, opportunities and threats ♦ create self-promotional materials ♦ communicate their knowledge, skills and expertise in an interview or presentation scenario

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
- Adapting:
  — willingness to learn
  — critical reflection
  — understanding how skills can transfer across different roles and creative sectors
- 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, presenting and relaying accurate information
- Feeling:
  — showing empathy
  — building relationships

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.

Communication

Learners can develop their communication skills by:

- using research and analytical skills to find, select and interpret the information they need to produce a report, or similar communication, with a clearly defined purpose and structure
- analysing and evaluating information and developing relevant ideas, taking account of conflicting evidence and opinions

Digital

Learners can develop their digital skills by:

- using a range of digital equipment
- carrying out complex searches
- managing the organisation and security of their work
- presenting relevant, accurate information effectively, using media appropriate to both subject and audience

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 integrate the delivery of unit outcomes with other creative industry units. Rather than be prescriptive, we encourage your centre (and creative discipline) to be flexible by adopting evidence that reflects industry practice. For example, employers expect more than CVs, and entrepreneurial opportunities demand sophisticated digital promotion.

You should deliver the unit through lecturer-mediated discussion and facilitation. You can do this in a traditional face-to-face environment, using a virtual learning environment (VLE), or by various combinations of the two, such as classroom interaction enhanced by an online forum.

It is helpful to incorporate appropriate creative industry practitioner visits.

Your choice of delivery methods for the unit is particularly important in helping learners to produce suitable assessment evidence. You could, for example, encourage learners to write a blog or maintain a learning diary as they work through the unit. As an integral part of the learning and teaching process, you should guide learners on how to structure and organise their evidence in a way that is easily presented for assessment purposes.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit prepares learners to enter the creative industries as an employee or as a self-employed practitioner. We expect learners to embrace a range of related vocational knowledge and skills to prepare them for the world of work. Although the unit is general in nature, you should adapt it to suit learners' chosen areas in the creative industries.

Explore the range and variety of employment opportunities and working practices in a chosen occupational area of the creative industries (outcome 1)

Learners examine a chosen vocational area, such as:

♦ advertising
♦ broadcast media
♦ graphic design
♦ sound and music
♦ performing arts

This outcome sets the scene for learners, and we expect them to investigate the form and types of organisations and enterprises operating in the area. They examine the types of jobs or work available, and the working patterns of employment and self-employment. You should consider matters that affect working in the sector, such as legal, regulatory and ethical issues, and discuss the role of trade unions and professional associations.

Investigate the qualities, expertise and skills required by an identified role in a chosen occupational area of the creative industries (outcome 2)

Learners examine the qualities, expertise and skills required by an identified role in a chosen vocational area. They consider the personal, interpersonal, communication and management skills that they need to work effectively in the creative industries. They may explore the specific skills and expertise required to operate successfully in their chosen area, with awareness of developments in technology, media and software. Learners investigate how they can adapt their transferable skills to different opportunities in the creative industries. Enterprise initiative is more than just knowing about the similarities and differences between employment and self-employment. You should encourage learners to consider the commercial and start-up opportunities arising from creativity, and cover the importance of intellectual property, and the legal and ethical issues surrounding it.

Devise a personal proposition and develop a promotional strategy (outcome 3)

This outcome concentrates on developing learners' self-promotion strategy and communication tactics. Having evaluated their own skills and expertise, together with those required by their chosen role, we expect learners to highlight an employment or enterprise opportunity and form a realistic personal USP. They should develop a strategy for self-promotion and create appropriate promotional material and media that reflect the methods used in their chosen areas, such as websites, blogs and social media. They should

exhibit their communication and interpersonal skills in an interview or presentation scenario. Competition is fierce in creative industries, so you should advise and guide learners on how to complete online applications, as some employers use their own forms rather than CVs. You should encourage learners to tailor their CV or application form to the vacancy or employer.

Approaches to assessment

Learners can generate evidence through different types of assessment. The following are suggestions only. There may be other methods that would be more suitable for learners.

Learners can generate and record assessment evidence in many ways, including:

- presentations and other non-written assessments, such as:
  — a group presentation
  — an individual presentation
  — a production of artefacts (for example, poster, video, audio)
  — role play
  — a debate
  — a discussion
- assignments, such as:
  — e-portfolios
  — learning journals
  — project documentation
  — diaries
  — reading logs
  — blogs
  — reflective notebooks
- collaborative work, such as:
  — projects
  — broadsheets
  — videos
- making use of technology, for example:
  — blogs
  — wikis
  — social media tools
  — VLEs
  — e-portfolios

These methods link learning and teaching methods directly with the production of assessment evidence. The categories are not mutually exclusive; for example, you can use a VLE as a vehicle for debate and discussion.

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

Creative Industries: Preparing for the Workplace (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 prepares you to enter the creative industries as an employee or a self-employed practitioner. You should embrace a range of vocational knowledge and skills.

Entry to the unit is at your centre's discretion. You should have good communication and interpersonal skills, and an understanding of the creative industries, before starting the unit.

On completion of the unit, you can:

1 explore the range and variety of employment opportunities and working practices in a chosen occupational area of the creative industries
2 investigate the qualities, expertise and skills required by an identified role in a chosen occupational area of the creative industries
3 devise a personal proposition and develop a promotional strategy

In outcome 1, you examine your chosen vocational area in the creative industries, such as:

♦ advertising
♦ broadcast media
♦ graphic design
♦ sound and music
♦ performing arts

You should investigate the form and types of organisations and enterprises operating in your chosen area. You examine the types of jobs and work available and the working patterns of employment and self-employment. You consider the legal, regulatory and ethical issues that affect work in the sector, and discuss the role of trade unions and professional associations.

In outcome 2, you examine the qualities, expertise and skills required by an identified role in your chosen area. You consider the personal, interpersonal, communication and management skills that you need to work effectively in the creative industries. You should explore the specific skills and expertise required to operate successfully in your chosen occupational area. You explore enterprise and self-start opportunities, paying particular attention to protecting and maximising your intellectual property.

In outcome 3, you concentrate on developing your skills in self-promotion. Having evaluated your own skills and expertise, together with those required by your chosen role, you highlight an employment or enterprise opportunity and form a realistic personal unique selling point (USP). Then, you develop a strategy for self-promotion and create appropriate promotional material and media. You exhibit your communication and interpersonal skills in an interview or presentation scenario.

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
♦ Adapting:
— willingness to learn
— critical reflection
— understanding how skills can transfer across different roles and creative sectors
♦ 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, presenting and relaying accurate information
♦ Feeling:
— showing empathy
— building relationships

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: KA

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.