

Next Generation Higher National Unit Specification

Multicamera Production: Studio Gallery (SCQF level 8)

Unit code: J7D2 48
SCQF level: 8 (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.

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Unit purpose

This unit provides learners with the skills they need to produce television programme content in a multicamera scenario in both studio and on-location broadcasts.

The unit focuses on the crew roles in the studio gallery, such as:

- ◆ director
- ◆ vision mixer
- ◆ script supervisor
- ◆ sound supervisor
- ◆ lighting supervisor
- ◆ prompter operator
- ◆ video tape (VT) operator
- ◆ graphics (GFX) operator
- ◆ vision engineer

Roles such as vision mixer, sound supervisor, lighting supervisor and prompter operator may take place on the studio floor, but are more likely to be performed in the gallery or control room.

The unit is suitable for learner groups taking Higher National (HN) Television. Entry is at your centre's discretion. We recommend that learners have some practical experience and knowledge of television production before starting the unit.

On completion of the unit, learners may progress to further study or trainee positions in the television industry.

Unit outcomes

Learners who complete this unit can:

- 1 demonstrate an understanding of the roles and relationships in multicamera production
- 2 carry out a studio gallery role for all stages of production
- 3 evaluate the completed programme and own performance

Evidence requirements

Learners must provide evidence of their knowledge and skills by taking on a studio gallery role in at least one multicamera programme production project.

You should use an assessor checklist to record each learner's competence across the production.

The completed programme is the most important learner evidence; however, learners must also provide a portfolio of work containing a range of documents, depending on their role. This could include, but is not limited to:

- ◆ minutes of production meetings
- ◆ running order
- ◆ annotated scripts
- ◆ shot list
- ◆ studio floor plans or other diagrams
- ◆ risk assessments

Learners must complete an evaluation of the programme and their own contribution to the production team.

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"> ◆ the range of roles in multicamera programme production and the skills required for each, including: <ul style="list-style-type: none"> — director — vision mixer — script supervisor — sound supervisor — lighting supervisor — prompter operator — VT operator — GFX operator — vision engineer ◆ standard multicamera terminology ◆ communication practice and technology 	<p>Outcome 1 Learners can:</p> <ul style="list-style-type: none"> ◆ communicate effectively in a multicamera production scenario ◆ work effectively with other members of the production team ◆ contribute to the planning and production of a multicamera programme
<p>Outcome 2 Learners should understand:</p> <ul style="list-style-type: none"> ◆ at least one of the following roles in detail: <ul style="list-style-type: none"> — director — vision mixer — script supervisor — sound supervisor — lighting supervisor — prompter operator — VT operator — GFX operator — vision engineer 	<p>Outcome 2 Learners can:</p> <ul style="list-style-type: none"> ◆ carry out at least one of the following roles: <ul style="list-style-type: none"> — director — vision mixer — script supervisor — sound supervisor — lighting supervisor — prompter operator — VT operator — GFX operator — vision engineer

Knowledge	Skills
<p>Outcome 3 Learners should understand:</p> <ul style="list-style-type: none"> ◆ meta-skills ◆ their own and others' contributions ◆ the importance of communication ◆ the indicators of television programme quality 	<p>Outcome 3 Learners can:</p> <ul style="list-style-type: none"> ◆ evaluate their developing meta-skills ◆ evaluate their own and others' contributions ◆ evaluate the effectiveness of communication ◆ evaluate programme quality

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:
 - researching for a programme
- ◆ Integrity:
 - being a valuable member of a class and work group
- ◆ Adapting:
 - reflecting critically on own role and adapting skills
- ◆ Initiative:
 - being self-motivated
 - taking responsibility
 - decision making in group work

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- ◆ Communicating:
 - understanding the brief
 - group work
 - taking part in complex talkback scenarios
- ◆ Feeling:
 - managing stress levels during production
- ◆ Collaborating:
 - team working throughout projects
- ◆ Leading:
 - having courage to contribute according to production role

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- ◆ Curiosity:
 - information sourcing
 - recognising problems
- ◆ Creativity:
 - using imagination
 - visualising
 - having a maker mentality
 - problem solving
- ◆ Sense-making:
 - recognising patterns
 - thinking holistically
- ◆ Critical thinking:
 - computational thinking

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

This unit is an optional unit in HN Television.

You can deliver and assess the unit alongside Multicamera Production: Studio Floor at SCQF level 8, or Multicamera Production: On Location at SCQF level 8. There are opportunities for learners to develop evidence for all three units. You can also deliver the unit as a stand-alone unit.

These units address the many technical demands of multicamera production and encourage an understanding of purpose-focused collaboration.

The development of learners' programme ideas, and much of their project planning, is addressed in the mandatory units:

- ◆ Higher National Certificate (HNC)
 - Television Programme Production
 - Television Technical Production
- ◆ Higher National Diploma (HND)
 - Television: Collaborative Production Projects

The unit is flexible, and you can deliver it in different ways. You could ask learners to work on:

- ◆ a studio production with classmates in an education setting:
 - developing a programme (one of a series developed in a class context) in response to a set brief
- ◆ an on-location multicamera production with classmates in an education setting:
 - covering a live-streamed corporate event, such as a conference or training event, or a low-budget sports event streamed to a niche audience
- ◆ a studio production in an industry setting:
 - performing a junior or trainee role in a studio with a studio audience
- ◆ an outside broadcast in an industry setting:
 - performing a junior or trainee role in an outside broadcast with watching members of the public

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.

All knowledge and skills development is based on project work. Learners take on roles in multiple productions, but you assess them on only one studio gallery role. Learners generate assessment evidence throughout this process.

The overall production process should include an awareness of broadcaster, corporate or other types of commissioning briefs and good industry practice.

Multicamera production is used in a variety of circumstances, both live and pre-recorded. The production process relies on the live switching of cameras and other sources of video, and the simultaneous creation of a live sound mix. Live television is the standard for news programming and event coverage. You should teach learners that, in news, it is important to be able to work quickly and decisively. In event coverage, the use of multiple cameras, positions and microphones can provide learners with great creative opportunities and unrivalled audience perspectives of ceremonies, concerts and sports events.

Learners should understand that the scale of multicamera event coverage varies, from the complexity and budget of an international sports event, broadcast live to millions, to the simplicity of a two- or three-camera coverage of a corporate event, streamed to an audience that might be counted in dozens.

You should teach learners that, usually, the studio gallery is separate from the studio floor and, in an outside broadcast, the control room is separate from where the action is taking place and the cameras and microphones are situated. For the purposes of this unit and Multicamera Production: Studio Floor, the terms 'gallery' and 'control room' are interchangeable. You can consider the 'studio floor' a sports ground or wherever an event worth televising is taking place.

You should teach learners the importance of effective team communication in multicamera production. Usually, a talkback system is used, allowing control room personnel to communicate with colleagues on the studio floor. It is important that the floor manager, camera operators and sound assistant can hear directions from the control room and respond as required.

Further context for each outcome is detailed below.

Demonstrate an understanding of the roles and relationships in multicamera production (outcome 1)

Learners analyse the collaborations necessary to create a successful studio production, and their own contribution in the way they execute their role. This requires learners to recognise the capacity and limitations of their development and production knowledge, craft skills, interpersonal skills, and meta-skills.

Carry out a studio gallery role for all stages of production (outcome 2)

Learners work as a team to create a multicamera programme. Each learner contributes to the pre-production, production and potentially the post-production stage. Learners must recognise the capacity and limitations of their creativity, industry knowledge, craft skills, interpersonal skills, teamwork and meta-skills.

Evaluate the completed programme and own performance (outcome 3)

Evaluation is key to professional practice. Learners must evaluate their own contribution and development of their project work and the finished programme, and describe how their meta-skills have developed in context.

Learners produce a detailed evaluation of the role they have chosen to develop to a more advanced level, including:

- ◆ an analysis of finished programme quality, in terms of the:
 - project proposal
 - production values
 - quality of entertainment or information
 - marketability
 - limitations of budget and production context
 - points to improve
- ◆ consideration of their own role in the production, in terms of their:
 - contribution
 - collaboration
 - communication
 - craft skills
 - meta-skills
 - learning experience
- ◆ consideration of their group's performance as a team, in terms of:
 - collaboration
 - communication
 - points to improve

We do not expect learners to provide a detailed evaluation of every production they have worked on. However, they must address in detail the one in which they carried out their assessed role.

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

Multicamera Production: Studio Gallery (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 teams, develop craft skills and produce television content. You are assessed on a specific studio gallery role and your contribution to the programme.

Entry is at your centre's discretion. We recommend that you have some knowledge of producing television content before starting the unit.

On completion of the unit, you can:

- 1 demonstrate an understanding of the roles and relationships in multicamera production
- 2 carry out a studio gallery role for all stages of production
- 3 evaluate the completed programme and own performance

You should be able to:

- ◆ communicate effectively in a multicamera production scenario
- ◆ work effectively with other members of the production team
- ◆ contribute to the planning and production of a multicamera programme
- ◆ carry out at least one of the following roles:
 - director
 - vision mixer
 - script supervisor
 - sound supervisor
 - lighting supervisor
 - prompter operator
 - video tape (VT) operator
 - graphics (GFX) operator
 - vision engineer

You also evaluate:

- ◆ your developing meta-skills
- ◆ your own and others' contributions
- ◆ the effectiveness of your communication
- ◆ programme quality in terms of:
 - production values
 - level of entertainment or information
 - marketability
 - limitations of budget and production context

You should collaborate with classmates, although external collaboration might also be possible in some circumstances.

You evidence your knowledge and skills by taking on a studio gallery role in at least one multicamera programme production project. The completed programme is the most important evidence; however, you must also provide a portfolio of work containing a range of documents, depending on your role.

This unit contributes to your overall final grade.

You may progress to further study or a trainee position in the television industry.

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:
 - researching for a programme
- ◆ Integrity:
 - being a valuable member of a class and work group
- ◆ Adapting:
 - reflecting critically on own role and adapting skills
- ◆ Initiative:
 - being self-motivated
 - taking responsibility
 - decision making in group work

Social intelligence

This meta-skill includes:

- ◆ Communicating:
 - understanding the brief
 - group work
 - taking part in complex talkback scenarios
- ◆ Feeling:
 - managing stress levels during production
- ◆ Collaborating:
 - team working throughout projects
- ◆ Leading:
 - having courage to contribute according to production role

Innovation

This meta-skill includes:

- ◆ Curiosity:
 - information sourcing
 - recognising problems
- ◆ Creativity:
 - using imagination
 - visualising
 - having a maker mentality
 - problem solving
- ◆ Sense-making:
 - recognising patterns
 - thinking holistically
- ◆ Critical thinking:
 - computational thinking

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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