

# Next Generation Higher National Unit Specification

## Multicamera Production: On Location (SCQF level 8)

**Unit code:** J7D3 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 a broad understanding of the basic principles and practices of multicamera production workflow on location.

The unit focuses on the skills they need to plan for, rig, operate and derig a multicamera shoot on location, using portable equipment. This includes effective communication and working as part of a team.

The unit requires learners to take on at least one crew role in an on-location multicamera production. Roles can include (but are not limited to):

- ◆ producer
- ◆ production assistant
- ◆ director
- ◆ floor manager
- ◆ stage manager
- ◆ camera operator
- ◆ sound recordist
- ◆ lighting director
- ◆ vision mixer
- ◆ graphics operator
- ◆ assistant roles

The unit is suitable for learners 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.

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 plan for an on-location multicamera production
- 2 rig equipment for an on-location multicamera production
- 3 operate equipment for an on-location multicamera production
- 4 derig equipment for an on-location multicamera production
- 5 contribute to the debrief of an on-location multicamera production

## Evidence requirements

Learners must provide evidence of their knowledge and skills by taking on at least one role in at least one on-location multicamera programme production.

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

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

- ◆ minutes of production meetings
- ◆ diagrams and floor plans
- ◆ annotated scripts
- ◆ risk assessments

Learners must provide notes of their debrief of the production. This should include reflections on:

- ◆ what went well
- ◆ what could have been improved
- ◆ what, as a team and individually, they would do differently on future projects

They should reference the technical aspects of the multicamera on-location set-up, operation and derig, and the communication of the team for all stages of the production.

## Grading

This unit contributes to learners' overall final grades.

# Knowledge and skills

Knowledge	Skills
<p><b>Outcome 1</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ location production workflows</li> <li>◆ location production roles</li> <li>◆ location production health and safety requirements</li> <li>◆ location scheduling and call sheets</li> <li>◆ how to interpret scripts and schedule shot lists</li> <li>◆ equipment selection, including:               <ul style="list-style-type: none"> <li>— camera</li> <li>— switchers</li> <li>— vision and audio mixing desks</li> <li>— sound</li> <li>— lights</li> <li>— talkback system</li> </ul> </li> </ul>	<p><b>Outcome 1</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ communicate and work with others on an on-location production workflow</li> <li>◆ analyse shooting requirements</li> <li>◆ carry out location recces</li> <li>◆ prepare or understand risk assessments and method statements</li> <li>◆ advise on equipment requirements</li> <li>◆ select and book equipment appropriate to the production:               <ul style="list-style-type: none"> <li>— camera</li> <li>— switchers</li> <li>— vision and audio mixing desks</li> <li>— sound</li> <li>— lights</li> <li>— talkback system</li> </ul> </li> </ul>
<p><b>Outcome 2</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ how to use talkback</li> <li>◆ camera settings:               <ul style="list-style-type: none"> <li>— frame rates</li> <li>— resolution</li> <li>— white balancing</li> <li>— codecs</li> </ul> </li> <li>◆ multicamera timecode</li> <li>◆ media management</li> <li>◆ graphics and effects</li> <li>◆ multicamera sound on location</li> <li>◆ multicamera lighting on location</li> </ul>	<p><b>Outcome 2</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ check call sheets and schedules</li> <li>◆ identify cable runs, and run cables appropriately and safely</li> <li>◆ set up and connect equipment</li> <li>◆ test all systems</li> <li>◆ find system faults</li> </ul>

Knowledge	Skills
<p><b>Outcome 3</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ talkback etiquette throughout the shoot</li> <li>◆ live production procedures</li> </ul>	<p><b>Outcome 3</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ adjust settings on equipment as required</li> <li>◆ operate equipment to produce material suitable for use in a completed programme</li> </ul>
<p><b>Outcome 4</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ delivery platforms</li> <li>◆ archiving and storage</li> </ul>	<p><b>Outcome 4</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ derig and pack up all equipment</li> <li>◆ return equipment in good working order</li> <li>◆ report equipment faults</li> <li>◆ manage and back up media files</li> </ul>
<p><b>Outcome 5</b> Learners should understand:</p> <ul style="list-style-type: none"> <li>◆ their own and others' contributions</li> <li>◆ the importance of communication</li> <li>◆ how to deal with feedback effectively</li> <li>◆ how to give feedback effectively</li> </ul>	<p><b>Outcome 5</b> Learners can:</p> <ul style="list-style-type: none"> <li>◆ review their own and others' contributions</li> <li>◆ review the effectiveness of communication</li> <li>◆ use feedback to improve own and team performance</li> </ul>

## 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:
  - prioritising tasks
  - carrying out a role
  - avoiding distractions
- ◆ Integrity:
  - understanding values, principles and emotions, and their impact on others
- ◆ Adapting:
  - problem solving
  - the ability to cope with unexpected circumstances
- ◆ Initiative:
  - accepting responsibility
  - supporting others in the team to complete the project

## 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:
  - awareness of the perspective of others, to help understand their feelings and motivations
- ◆ Collaborating:
  - team working throughout the production
- ◆ Leading:
  - bringing energy and a can-do attitude to the team
  - creating a sense of direction, purpose, excitement and momentum

## **Innovation**

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

- ◆ Curiosity:
  - information sourcing
  - recognising problems
- ◆ Creativity:
  - visualising
  - having a maker mentality
  - creative problem solving
- ◆ Sense-making:
  - recognising patterns
  - thinking holistically
  - understanding how all parts of the on-location set-up interconnect
- ◆ Critical thinking:
  - breaking down a complex problem or system into more manageable parts, to develop a new way of addressing it

# 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 Gallery at SCQF level 8, or Multicamera Production: Studio Floor 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:

- ◆ an on-location broadcast 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
- ◆ an on-location broadcast in an industry setting:
  - performing a junior or trainee role in an on-location 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 and audio-visual programme production.

All knowledge and skills development is based on project work, with learners taking on at least one role in several productions. Learners generate assessment evidence throughout this process.

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.

In the context of the unit, multicamera production on location uses flyaway or portable production units. This can be in any location, interior or exterior.

The number of roles learners take on should reflect the size and complexity of the production and mirror current good industry practice. This, in turn, has an impact on the choices of flyaway and portable production units and additional requirements.

Throughout the unit, learners should problem solve and use initiative. Working on a multicamera on-location production naturally has unknowns and changeable conditions. For exterior shoots, this includes the weather; for interiors, this could be working around a live audience and finding safe spaces and viewpoints for the mixing table and cameras.

You should teach learners the importance of effective team communication in multicamera production. Usually, a talkback system is used, allowing the production team to communicate with each other.

It is also essential that learners can communicate effectively with the client and venue staff. On location, there are dependencies on other people, such as a sound engineer at a live music event, or a venue manager at a corporate event.

Understanding everyone's role in relation to the smooth running of the production is key. Learners should aim to build relationships and agree plans during the planning phase and maintain these throughout all stages of the production.

The unit could provide an opportunity for learners to enhance their skillset in a particular area, such as camera, sound or vision mixing. However, in multicamera production on location, there is an emphasis on teamwork, and learners may have to multitask to support others to ensure the project is completed successfully.

As the unit involves a live or as-live production with challenges, learners must respond effectively and efficiently to technical or logistical issues.

The debrief is designed as an opportunity to review the success of the project as a team. Learners should carry this out respectfully and professionally. It is an opportunity for personal development, as well as for improving working systems and processes.

## **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: On Location (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 enables you to develop a broad understanding of the basic principles and practices of multicamera production workflow on location.

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

On completion of the unit, you can:

- 1 plan for an on-location multicamera production
- 2 rig equipment for an on-location multicamera production
- 3 operate equipment for an on-location multicamera production
- 4 derig equipment for an on-location multicamera production
- 5 contribute to the debrief of an on-location multicamera production

This is a practical unit that requires you to work in a team and take on at least one role throughout the production process. Communication, teamwork, problem solving and taking initiative are key to the successful completion of this project, along with technical knowledge and skills.

Roles can include (but are not limited to):

- ◆ producer
- ◆ production assistant
- ◆ director
- ◆ floor manager
- ◆ stage manager
- ◆ camera operator
- ◆ sound recordist
- ◆ lighting director
- ◆ vision mixer
- ◆ graphics operator
- ◆ assistant roles

You also:

- ◆ evaluate your developing meta-skills
- ◆ evaluate your own and others' contributions
- ◆ evaluate the effectiveness of your communication
- ◆ deal with and give feedback effectively

You evidence your knowledge and skills by taking on a role in at least one multicamera on-location 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 or audio-visual 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:
  - prioritising tasks
  - carrying out a role
  - avoiding distractions
- ◆ Integrity:
  - understanding values, principles and emotions, and their impact on others
- ◆ Adapting:
  - problem solving
  - the ability to cope with unexpected circumstances
- ◆ Initiative:
  - accepting responsibility
  - supporting others in the team to complete the project

## **Social intelligence**

This meta-skill includes:

- ◆ Communicating:
  - understanding the brief
  - group work
  - taking part in complex talkback scenarios
- ◆ Feeling:
  - awareness of the perspective of others, to help understand their feelings and motivations
- ◆ Collaborating:
  - team working throughout the production
- ◆ Leading:
  - bringing energy and a can-do attitude to the team
  - creating a sense of direction, purpose, excitement and momentum

## **Innovation**

This meta-skill includes:

- ◆ Curiosity:
  - information sourcing
  - recognising problems
- ◆ Creativity:
  - visualising
  - having a maker mentality
  - creative problem solving
- ◆ Sense-making:
  - recognising patterns
  - thinking holistically
  - understanding how all parts of the on-location set-up interconnect
- ◆ Critical thinking:
  - breaking down a complex problem or system into more manageable parts, to develop a new way of addressing it

## **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

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## 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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