Next Generation Higher National Unit Specification

Screen Studies (SCQF level 8)

Unit code: J8GJ 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 develops learners' skills in research, critical thinking and analysis in the study of television and other screen-based industries.

The unit is suitable for learners studying a Higher National Qualification in television and related subjects. Some experience of previous study of the television or other

screen-based industries would be useful, but it is not essential. Entry to the unit is at your centre's discretion.

The unit provides a foundation for more advanced academic study and a better understanding of themes and theories in television and other screen-based industries.

Unit outcomes

Learners who complete this unit can:

1. explore approaches to the study of television and/or other screen-based industries
2. critically evaluate sources for a research topic
3. produce a critical response to a research topic

Evidence requirements

Learners critically reflect on the study of screen content and industry by proposing, refining, researching and producing an extended critical response to their own research topic.

Learners must:

- provide evidence that they have examined approaches to studying television and/or other screen-based industries, for example you may ask learners to present to their peers in a tutorial setting. You should record learners' participation in tutorial discussions using a tutor checklist
- propose an acceptable research topic with a clear plan of their approach. They provide a critical evaluation of available literature and sources related to the topic. The topic must be credible and allow for the development of an in-depth and sustained extended response
- produce an extended response that critically analyses the research topic. Responses such as illustrated lectures or alternative content are acceptable, but they should not detract from the central challenge of critically analysing a topic and presenting an informed, sustained, credible and well-referenced argument

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: • a range of approaches to television and/or other screen-based studies • how to use discussion and criticism as a tool for developing ideas • the relationship of study to practice	**Outcome 1** Learners can: • select frameworks, theories or methodologies • construct informed arguments • debate approaches
Outcome 2 Learners should understand: • research planning • research sources • fact checking • the relative value of different literature and sources • how to reference research sources using referencing systems	**Outcome 2** Learners can: • propose and refine a research topic • review relevant literature and sources
Outcome 3 Learners should understand: • extended-response techniques and structure • skills in critical analysis	**Outcome 3** Learners can: • apply research skills • critically analyse a research topic • present an informed argument • produce an extended response • reference research sources

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

The process we recommend learners follow requires social intelligence in the discussions that lead to agreeing on their topics. Self-management is necessary when developing their research topics, setting goals and managing time, and it is important as they carry out their research and present their findings. Learners develop skills in generating ideas, sense-making and curiosity, through investigating and presenting findings.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
    - working effectively to meet deadlines
    - managing time appropriately

- integrity:
    - working independently
    - making decisions

- adapting:
    - critical reflection
    - willingness to learn
    - resilience
    - working under pressure

- initiative:
  - setting goals
  - making action plans
  - 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
  - listening, storytelling and relaying accurate information

- feeling:
  - showing empathy
  - building relationships
  - understanding production etiquette

- collaborating:
  - working as part of a team

- leading:
  - critically analysing
  - evaluating

Innovation

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

- curiosity:
  - asking questions and 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 develop communication skills by engaging in discussion with tutors and peers, making sense of complex subjects, and presenting their own informed arguments.

Digital

Learners develop digital skills and computer literacy by using a range of online research tools to access information and academic literature. They create digital records of their research and use information and communication technology (ICT) to present their research findings.

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 HNC and HND Television. It gives learners opportunities to develop specific academic skills.

The unit is theoretical, and ideally the focus of learners' work should relate to their project work across the HNC or HND.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

Screen Studies is an interdisciplinary unit. It doesn't define a particular approach to the study of screen content, but it gives learners the opportunity to choose the direction of their approach to screen studies.

Outcome 1 focuses on the importance of discussion to developing ideas and encourages learners to offer and consider supportive criticism and guidance. You might ask learners to present to their peers in a tutorial setting or record a podcast-style discussion. Presentations and podcasts would both be appropriate sources of assessment evidence. Learners can support their evidence with audio or video recordings, if this is not detrimental to confident and open discussion.

For outcome 2, an example of learner evidence would be a research proposal and literature review. For outcome 3, the extended response, an advisory word count would be 1,500 words.

The unit offers a framework for learners to engage with a range of approaches to screen studies. These include (but are not limited to):

- history and industry
- technological change
- local and global perspectives
- storytelling ethics
- audiences
- sociological, including critical theory
- psychological
- economic
- genre, form and aesthetics in visual and oral storytelling

- telephilia and cinephilia

However learners choose to approach their subject, they follow a well-established academic process of:

- researching and presenting their chosen approach
- responding to criticism and advice
- refining their ideas
- critically analysing their findings
- presenting their argument in an informed and consistent manner

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 must 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

Screen Studies (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 is about the academic study of television and/or other screen-based industries.

You should have an interest in television and other screen content and be able to engage with published academic texts and journal articles on the subject. Your tutors help you to develop skills in finding and recognising valuable and credible sources.

On completion of the unit, you can:

1. explore approaches to the study of television and/or other screen-based industries
2. critically evaluate sources for a research topic
3. produce a critical response to a research topic

Screen studies is a complex interdisciplinary subject and how you choose to engage with it depends on your areas of interest and the availability of published research. Throughout the unit, you develop a deeper understanding of screen content and the contexts of its production and consumption. Your theoretical understanding helps to improve your technical and craft practice.

However you choose to approach the subject, you follow the process of:

- investigating and evaluating different approaches to screen studies
- proposing an area of study and related approaches
- considering feedback from others and amending your proposal
- critically evaluating relevant literature and sources
- applying research skills and critically analysing a topic
- producing an extended response that is an informed and properly referenced argument

For assessment, you:

- provide evidence that you have examined approaches to studying television and other screen-based industries
- propose an acceptable research topic with a clear plan of your approach. You provide a critical evaluation of available literature and sources related to the topic that is credible and allows for the development of an in-depth and sustained extended response
- produce an extended response that critically analyses your research topic

The unit offers the opportunity to improve meta-skills in self-management, social intelligence and innovation.

The unit is an ideal foundation if you wish to progress to further study at a higher level. If you wish to move to employment, the unit offers you the opportunity to engage with production practice at a more advanced level.

Meta-skills

Throughout this unit, you develop meta-skills that are useful 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

- focusing:
    - working effectively to meet deadlines
    - managing time appropriately

- integrity:
    - working independently
    - making decisions

- adapting:
    - critical reflection
    - willingness to learn
    - resilience
    - working under pressure

- initiative:
    - setting goals
    - making action plans
    - showing enthusiasm and knowledge of the industry

Social intelligence

- communicating:
    - communicating clearly and concisely in-person and through digital methods, such as telephone, email and social media
    - listening, storytelling and relaying accurate information

- feeling:
    - showing empathy
    - building relationships
    - understanding production etiquette

- collaborating:
  - working as part of a team

- leading:
  - critically analysing
  - evaluating

Innovation

- curiosity:
  - asking questions and 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

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: September 2024 (version 1.0)

Superclass: KJ

History of changes

Version	Description of change	Date

Please check [SQA's website](#) to ensure you are using the most up-to-date version of this unit.