

Skills
Development
Scotland

Foundation Apprenticeships in Creative and Digital Media

at SCQF level 6

Learning Provider Guide to Support Employers



Goudham

former Foundation Apprentice
now Graduate Apprentice

Aims

The aim of this guide is to support Learning Providers to identify and discuss with employers' appropriate activities for learners during a Foundation Apprenticeship work placement.

It provides the following information:

- What are Foundation Apprenticeships?
- The definition of work-based learning in the context of Foundation Apprenticeships
- How a Foundation Apprenticeship is delivered
- How employers can support learners
- An understanding of the Scottish Vocational Qualification (SVQ) units within Foundation Apprenticeship qualifications
- Practical examples of work-based activities and evidence for the SVQ units within the Foundation Apprenticeship in Creative and Digital Media at SCQF Level 6
- Links to useful resources

“Doing the Foundation Apprenticeship at school gave me the edge when it came to my interview - it was easy to talk about my experiences”

Goudham, former Foundation Apprentice now Graduate Apprentice



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former Foundation Apprentice
now Graduate Apprentice

What are Foundation Apprenticeships?

Foundation Apprenticeships are designed to provide school pupils with industry experience whilst gaining a work-based learning qualification at the same level as a Scottish Higher (SCQF Level 6).

A Foundation Apprenticeship is an industry-recognised qualification, designed to offer valuable insight and experience of the world of work. Delivered by learning providers in partnership with employers, knowledge gained is supported through a series of practical activities including industry projects or placements undertaken virtually and/or in person.

Foundation Apprenticeships at SCQF Level 6 are available in a wide range of subjects that are linked to the growth sectors of the Scottish economy:

-  **Accountancy**
-  **Business Skills**
-  **Civil Engineering**
-  **Creative and Digital Media**
-  **Engineering**
-  **Financial Services**
-  **Food and Drink Technologies**
-  **Hardware and System Support**
-  **Scientific Technologies**
-  **Social Services and Healthcare**



Social Services Children and Young People

Software Development

What is work-based learning and how does it apply to Foundation Apprenticeships?

For the purposes of this guide, work-based learning means learning that is directly linked to skills and knowledge required to operate competently in a workplace. A major component of a Foundation Apprenticeship is the sector specific work-based learning. In this context, work-based learning relates directly to the activities undertaken by learners whilst they are on a work-placement.

This provides the first-hand experience for learners to acquire sector specific skills, apply knowledge and reflect on their learning. These activities count towards the overall learning and assessment of the units from the Scottish Vocational Qualification (SVQ) within each Foundation Apprenticeship.

How is a Foundation Apprenticeship delivered?

Foundation Apprenticeships are chosen as a subject choice in S5 or S6 and taken alongside other National and Higher qualifications. Pupils work towards the Foundation Apprenticeship qualification over either one or two years.

Learning providers work alongside employers to develop the knowledge and skills learners need to meet all the outcomes of the Foundation Apprenticeship qualification. This includes the classroom-based teaching of knowledge and understanding elements of the Foundation Apprenticeship undertaken with the Learning Provider. This is combined with work-based learning opportunities with an employer to provide learners with the experiential learning they need to apply their learning directly in the workplace,

ultimately to meet the requirements of the SVQ units of the Foundation Apprenticeship qualification.

Learners attendance depends on whether they take part in a 1 year or a 2-year programme

- 1 year = 1 day with employer and 1 day or 2 half days at college or training centre
- 2 years = 1st year – 1 day a week at college or training centre with some employer input = 2nd year = 1 day a week at work placement.

Attendance on the programme will be a mix of classroom-based activity and employer placement. The placement element is typically one day per week but can be flexible to meet the needs of the sector and employer for example, block intake.

Employer involvement

The involvement of employers is a critical aspect of Foundation Apprenticeships and includes:

- Providing learners with a work placement to enable them to gain valuable experience in the workplace
- Providing learners with appropriate work-based opportunities to enable them to develop their learning and skills
- Ensuring all work-based learning provided is based on current expertise, equipment, practices and processes
- Setting employer led projects industry challenge projects

Employers may also be involved in other activities, for example, the recruitment and selection process, guest speaking, coaching and mentoring, and in the assessment of practice of learners.

The learning provider meets regularly with employers to provide on-going support and ensure learners are being supported and are working on the right types of activities.

Scottish Vocational Qualification units

It is important that employers understand the SVQ units within a Foundation Apprenticeship, as this will help them to provide learners with access to work-based activities that are relevant to the SVQ units they need to complete.

Within every Foundation Apprenticeship qualification there are a number of SVQ units which relate to a particular occupational function, and which provide the standards upon which competence is assessed in the workplace.

SVQ units are derived directly from National Occupational Standards (NOS) which describe what an individual needs to

2 A learner who completes the Foundation Apprenticeship will receive mandatory units from the relevant Modern Apprenticeship leaving them fewer units to complete if they start the relevant Modern Apprenticeship.

do (performance criteria), know and understand (knowledge and understanding criteria) to demonstrate competence in the unit. Evidence (assessment) requirements specify the type and amount of evidence required for the unit and are developed by an Awarding Body to complete the unit development when it is used to form part of a qualification structure.

Learners must provide evidence they are competent across all criteria to meet the requirements of all SVQ units within the Foundation Apprenticeship. All evidence is assessed against the standards and leads to an overall judgment being made by an assessor on whether the learner is competent or not yet competent. Where a learner is found to be not yet competent in any part of the standards, they will be given the opportunity for further training and to provide further evidence for assessment at a later date.

Acceptable performance in a unit will be the satisfactory achievement of the standards set out in the SVQ unit specification. Every SVQ unit has knowledge statements which underpin competence.

About the assessment of SVQ units

Assessment is the process of evaluating an individual's attainment of knowledge, understanding and skills. Assessment of the SVQ units involves generating and collecting evidence of a learner's attainment of knowledge, understanding and skills and judging that evidence against defined standards.

The Guide to Assessment covers a wide range of assessment methods in unit assessments for school, college and workplace qualifications as well as external assessment for National Qualifications. There are three essential forms of assessment: observation, product evaluation and questioning. Assessment can also use a combination of some or all of the three forms. All assessment methods, such as a project or performance, can be classified under one or more of these forms.

SVQ units are assessed internally by centres, this means that work-place assessors are responsible for deciding whether evidence meets the standards for SVQ units.

The assessors are identified by the centre, they are occupationally competent in the role and professionally competent in conducting work-based assessment (or working towards this). The internal assessment decisions are externally verified by the Awarding Organisation who offers the units.

Evidence must meet the following requirements:

Valid	The assessment method chosen will be appropriate to the standards being assessed. It will produce evidence relevant to the standards.
Authentic	The evidence will be the learner's own work.
Current	The evidence will exemplify the current level of the learner's performance.
Reliable	The assessment decision is comparable and consistent with other assessors within the centre.
Sufficient	The evidence will demonstrate competence over time (e.g. not just a single occasion).



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Links to useful resources

Foundation Apprenticeship Guidance Note:

[Creative and Digital Media Framework](#)

This document provides all the information needed to deliver the Foundation Apprenticeship in Creative and Digital Media at SCQF Level 6.

[Developing the Young Workforce](#)

Work Placements Standard: This document sets out the expectations for a young person, school, employer, local authority and parent/carer, before, during and after work placements. Refer to this document for information to help improve the quality of learning in the workplace.

[SQA Guide to Assessment](#)

This guide is designed to provide support for everyone who assesses SQA qualifications. It covers the full range of SQA qualifications and is based around the principles of assessment, that all qualifications must be valid, reliable, practicable, equitable and fair. Refer to this document for information on unit content and standards, methods of assessment and acceptable evidence.

[FA Placement Options](#)

[Employer Welcome Pack](#)

This guidance has been developed to share best practice and support employers to get the best experience from their involvement in Foundation Apprenticeships.

Practical Examples

Examples of activities and evidence for the SVQ units: A Foundation Apprenticeship in Creative and Digital Media at SCQF level 6 (GT6M 46)

These examples aim to support employers with identifying suitable work-based activities to develop the practical skills of S5 and S6 pupils during the work placement component of the Foundation Apprenticeship in Creative and Digital Media at SCQF level 6 (GT6M 46).

This Foundation Apprenticeship contains the following four units from the Diploma in Creative Digital Media, and an Industry Challenge Media: Project unit which are all delivered and assessed while on placement in the workplace:

- F57P 12 Media: Project
- J3Y4 04 Work Effectively with Others in the Creative Industries
- J465 04 Ensure Responsibility for Actions to Reduce Risks to Health and Safety
- J3YK 04 Prepare for and Conduct Interviews in Creative Media
- J3YP 04 Communicate Using Marketing/Sales Channel-series
- H6PH 04 Use Digital and Social Media in Marketing Campaigns
- J3YR 04 Record Audio and Video Material
- J3YS 04 Edit Audio and Video Material

The table below provides generic examples of typical work-based activities and examples of possible evidence which may support the development of the practical skills within the first three of the SVQ units listed above. Please note, these are examples and not intended to be prescriptive. Some examples of activities and evidence are holistic and therefore may cover several performance criteria (and knowledge and understanding) within a unit and/or across units, as opposed to aligning with a single performance criteria. This supports good practice in the holistic approach to assessment, which in turn reduces the volume of evidence required by learners and reduces bureaucracy in assessment.

It is important to note not all work-based activities may be suitable for a pupil to undertake (e.g. not an employee). For example, there may be a legislative reason a pupil/

F57P 12 Media: Project

Unit Outcomes	Performance Criteria What the learner needs to be able to do to demonstrate competence within that unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p>Outcome 1: Prepare for a media production in response to a given brief</p>	<ul style="list-style-type: none"> a Produce ideas for a media production b Research similar media products c Research content for a media production d Evaluate research materials gathered 	<p>Industry Challenge Project</p> <ul style="list-style-type: none"> ■ Researching, planning and producing a short media product in response to a brief set by the employer ■ Project could be a five minute video, ten page website, five pages of a magazine ■ Project can be stand-alone or form part of a larger company project or social media marketing campaign <p>▶ Continues on next page</p>	<p>Evidence for the Unit: For research and planning</p> <ul style="list-style-type: none"> ■ A copy of the brief used ■ Research notes (for similar products and those used to help generate new ideas) ■ Record of ideas produced ■ Outline/description/brief treatment of the idea going into production <p>▶ Continues on next page</p>

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Unit Outcomes	Performance Criteria	Examples of work-based activities	Examples of evidence
<p>Outcome 2: Produce a plan for a media production in response to a given brief</p>	<ul style="list-style-type: none"> a Produce a short description of the planned media production b Identify the main elements of the production and post production stages c Identify realistic deadlines for each element of the plan d Carry out a risk assessment for the production 	<ul style="list-style-type: none"> ■ Brief should identify project aims, audience, outputs, branding guidelines, key deadlines, proposed budget and any other relevant criteria. D&AD have a variety of exemplar briefs <p>◀ Covers Outcomes 1, 2 and 3</p>	<ul style="list-style-type: none"> ■ Schedule/production plan with realistic deadlines ■ Proposed breakdown of costs ■ Completed risk assessment (this also links to Unit J465 04 Ensure Responsibility for Actions to Reduce Risks to Health and Safety) ■ Notes on copyright or permissions required
<p>Outcome 3: Produce an item of media content in response to a given brief</p>	<ul style="list-style-type: none"> a Implement the plan for the production and post-production stages b Use appropriate production techniques to produce an item of media content c Use appropriate post-production techniques to finalise the item of media content d Comply with relevant legal and voluntary constraints 		<p>For production</p> <ul style="list-style-type: none"> ■ Blog/production diary including notes of the creative and production process (may include screen grabs, photographs and technical details) ■ The final creative product <p>The evaluation</p> <ul style="list-style-type: none"> ■ Written/recorded evaluation and/or presentation slides
<p>Outcome 4: Review and evaluate the completed media production process</p>	<ul style="list-style-type: none"> a Identify strengths and areas for improvement b Identify improvements for future media productions 	<ul style="list-style-type: none"> ■ Reviewing the product in relation to the initial brief – reflecting on what went well, what could be improved and actions/training required 	

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Notes

The risk assessment and production activities must be viewed in line with guidelines from HSE.

A holistic approach has been taken to provide examples of activities and evidence which may cover performance criteria within and across units. This promotes efficient and effective gathering of evidence. Sources of evidence may include: photographic evidence, emails, projects, work-based assignments reports and related material, job logs, checklists, personal statements, records of professional discussion and observation etc.

Guidance on simulation can be found in the Assessment Strategy. Where permitted, simulation should only be undertaken in a minority of situations, for example where there is a potential risk to the learner or others. To be effective, simulation must succeed in recreating the atmosphere, conditions and pressures of the real situation.

J465 04 Ensure Responsibility for Actions to Reduce Risks to Health and Safety

Performance Criteria What the learner needs to be able to do to demonstrate competence within the unit	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p>Be able to identify the hazards and evaluate the risks in the workplace</p> <p>P1 Identify workplace instructions that are relevant to them and their job role</p> <p>P2 Identify working practices and hazards in the workplace that could be harmful</p> <p>P3 Evaluate the hazards and prioritise in risk order</p> <p>P4 Report hazard(s) to the responsible person</p>	<ul style="list-style-type: none"> ■ Completing standard health and safety training required by employees ■ Completing a minimum of one risk assessment for a production activity - this could link to Outcome 2 of F57P 12 Media: Project <p>(covers P2/P3/P4)</p>	<ul style="list-style-type: none"> ■ Health and safety training record or document used, detailing: <ul style="list-style-type: none"> - The person responsible for health and safety - Relevant policies and working practices - Working practices that could cause harm to themselves or others - Procedures for accident reporting <p>A useful document is the LSC "Be safe! An introductory guide to health and safety. This can be found on the SDS website.</p> <p>► Continues on next page</p>

Performance Criteria	Examples of work-based activities	Examples of evidence
<p>Be able to reduce the risks to health and safety in the workplace</p> <p>P5 Perform work activities at own level of competence in accordance with identified health and safety:</p> <ul style="list-style-type: none"> * workplace policies * instructions and procedures * suppliers and manufacturers' information and * relevant legal requirements <p>P6 Manage hazards in accordance with workplace instructions and legal requirements</p> <p>P7 Report any differences between workplace instructions and supplier/manufacturer instructions</p>	<ul style="list-style-type: none"> ■ Carrying out production activities, complying with risk assessment/s, policies, procedures and practices - this could link to Outcome 3 (d) of F57P 12 Media: Project 	<ul style="list-style-type: none"> ■ Completed risk assessment/s ■ Blog/production diary that includes notes of the creative and production process (may include screen shots, photographs and technical details) ■ Observation notes from an assessor/expert witness or witness testimony within the workplace or production team

Notes

The risk assessment must be signed off by a competent person before production activities begin.

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Sources of evidence may include: photographic evidence, emails, projects, work-based assignments, reports and related material, job logs, checklists, personal statements, records of professional discussion and observation etc.

Simulation should only be undertaken in a minority of situations when the learner is unable to complete the standards because of the lack of opportunity within their practice. Simulation may also be considered if there is a potential risk to the learner or others. Evidence of competence in such situations is viewed as essential to ensure best practice and confidence in the learner's ability to act appropriately. Further information can be found in the Assessment Strategy.

H6PH 04 Use digital and social media in marketing campaigns

Learning Outcomes	Assessment Criteria	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p>Outcome 1: Understand planning requirements for the use of digital and social media</p>	<p>1.1 Describe the importance of the objectives and budget for digital and social media marketing aligning with the marketing plan</p> <p>1.2 Describe how to identify the nature and location of target customers</p> <p>1.3 Describe sources of information about the nature and location of target customer groups</p> <p>1.4 Explain the implications of retention and acquisition programmes as they affect the choice of digital/social media</p> <p>1.5 Explain how to reach target customers in accordance with the plan</p> <p>1.6 Explain the requirements of a data collection and reporting system that is capable of capturing the information required by the plan</p> <p>1.7 Explain the importance of agreeing the message that conveys the marketing proposition</p>	<ul style="list-style-type: none"> ■ Contributing to, or developing, a digital and social media strategy in line with the organisation's aims and/or marketing plan - this may link to creative products developed as part of the Industry Challenge Project/Outcome 1, 2 F57P 12 Media: Project <p>(covers criteria 1.1 to 1.7)</p>	<ul style="list-style-type: none"> ■ Organisation aims/social media goals/ monitoring tools used ■ Outline of budget ■ Social media audit ■ Target audience groups linked to choice of digital/social media networks ■ Social media content calendar ■ Reporting/data collection systems to track engagement ■ Consequences (reputationally and for the brand) if messages/ media are not in line with company requirements. ■ Log/diary/report to describe processes and justify decisions made ■ Screen grabs of tweets, Facebook posts etc. ■ Log/diary/report noting the process and identifying problems and how these were solved

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
<p>Outcome 2: Be able to market to target customers using digital and social media</p>	<p>2.1 Ensure marketing messages are distributed in accordance with the plan</p> <p>2.2 Ensure that digital/social media marketing is conducted in accordance with legal, regulatory and industry requirements and standards</p> <p>2.3 Explain how to address problems in accordance with the plan</p>	<p>Creating and distributing planned messages – this may link to creative products developed as part of the Industry Challenge Project / Outcome 3 F57P 12 Media: Project</p> <p>(covers criteria 2.1 to 2.3)</p>	<p>◀ See previous page (Outcome 1)</p>

Notes

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J3YP 04 Communicate Using Marketing/Sales Channels

Learning Outcomes	Assessment Criteria	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p>1 Understand how to plan the use of media for a specific message, audience and recipients</p>	<p>1.1 Explain the selection of the organisation's targeted customers</p> <p>1.2 Describe expected target audience responses to different media communication methods</p> <p>1.3 Describe the characteristics, advantages and disadvantages of different software packages for presenting marketing information</p> <p>1.4 Explain the requirements of using multiple marketing technologies</p>	<p>This Unit may link to creative products developed as part of the Industry Challenge Project F57P 12 Media: Project or H6PH 04 Use digital and social media in marketing campaigns</p> <ul style="list-style-type: none"> ■ Planning, distributing, monitoring and evaluating a digital marketing message in line with the organisation's marketing plan and directed at a relevant audience/ target customer ■ Working closely with the communications team to gain the appropriate information and ensure all messages are signed off before being sent <p>(covers criteria 1.1 to 4.4)</p>	<p>A portfolio that includes the following evidence from all learning outcomes.</p> <ul style="list-style-type: none"> ■ A table or brief report that: <ul style="list-style-type: none"> - Identifies the organisation's target audience/s and appropriate digital marketing channels/techniques for that audience - Compares digital tools used to present marketing content in terms of functionality, advantages and disadvantages - Identifies and explains ways of integrating digital marketing channels and techniques to improve a marketing campaign
<p>2 Be able to plan the use of media for a specific message, audience and recipients</p>	<p>2.1 Confirm the sales and marketing objectives for the communication, including response rates and sales generated return on investment</p> <p>2.2 Identify the criteria to be used in selecting recipients in target audience</p> <p>▶ Continues on next page</p>		<ul style="list-style-type: none"> ■ A project plan that identifies: <ul style="list-style-type: none"> - Expected response rates, sales or objectives - The target audiences - Relevant contact lists/ databases - Relevant digital channels/ techniques - The message/content to be communicated to the audience <p>▶ Continues on next page</p>

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
	<p>2.3 Source and acquire targeted lists and databases of recipients in accordance with the plan</p> <p>2.4 Confirm the range of media best suited to communicating to the target audience in line with the sales and marketing objectives</p> <p>2.5 Agree with relevant people the marketing communications message designed to engage the customer and which is appropriate for the media selected</p>		<ul style="list-style-type: none"> ■ A blog/production diary that includes notes, screen grabs or technical information that documents: <ul style="list-style-type: none"> - Checking accuracy and functionality of key words, hyperlinks and attachments - Likelihood of the message being seen as 'spam' and processes identified to prevent this - The message being sent to the agreed target customer/audience - Appropriate reporting system for undelivered messages ■ A brief report that includes: <ul style="list-style-type: none"> - Records of undelivered messages - Repeat communication requirements - Evaluation of responses in relation to expected response rates, sales or objectives
<p>3 Be able to check the digital message can be accessed and/or delivered</p>	<p>3.1 Check any links, keywords and supporting attachments allow access by recipients to further information</p> <p>3.2 Identify any risks that the message might be labelled as 'spam' and take action to minimise such risks</p> <p>3.3 Enable click-through tracking in messages in accordance with the plan</p> <p>3.4 Send messages to targeted customers in accordance with the plan</p> <p>▶ Continues on next page</p>		

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
◀ See previous page	3.5 Set up reporting system for 'undeliverables' in accordance with organisational procedures		◀ See previous page
4 Be able to monitor and evaluate the response to digital activity and take any corrective action	4.1 Record undelivered messages in accordance with reporting system 4.2 Identify repeat communications requirements in line with the sales and marketing objectives 4.3 Monitor and evaluate the responses to digital marketing against agreed criteria 4.4 Report the findings of the evaluation in accordance with organisational procedures 4.5 Comply with legislation regarding data protection and organisational requirements for storage of data.		

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Learning Outcomes	Assessment Criteria	Examples of work-based activities which may support learners to develop the required practical skills in the unit	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p>1 Understand aspects of organisations linked to own work role in the creative industries</p>	<p>1.1 Summarise the roles and responsibilities of different business functions in own organisation</p> <p>1.2 Describe the hierarchies and dynamics of teams with which own work role requires liaison</p> <p>1.3 Summarise the roles, responsibilities and skills of partners</p> <p>1.4 Describe own organisation's factors and processes for developing relationships with partners</p> <p>1.5 Explain the supplier relationships of own and other organisations</p> <p>1.6 Identify the needs, priorities, markets and ways of generating income of own organisation's partners</p> <p>1.7 Summarise factors which can influence the decision making and lead times of own organisation's partners</p>	<ul style="list-style-type: none"> ■ Creating a short induction presentation with visuals. This could be a blog, video, web page, animation, magazine or powerpoint presentation 	<ul style="list-style-type: none"> ■ The presentation may include: <ul style="list-style-type: none"> - The roles and responsibilities of people and teams in the organisation - An organisational structure that illustrates how the learner and other people, teams and/or departments link together - Information on partner organisations – who are they, what skills they bring and their roles and responsibilities - The supply chain - Business strategies and income generation/ funding streams - Decision making process (how are decisions made, who makes them, how quickly and why)

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
<p>2 Be able to create and maintain positive working relationships in the creative industries</p>	<p>2.1 Explain why it is important to consider the needs of others in own organisation's thinking and planning</p> <p>2.2 Explain how to resolve identified conflicts of interests in ways that minimise damage to work activities and partners</p> <p>2.3 Explain why it is important to focus on solutions rather than problems</p> <p>2.4 Establish working relationships based on a common vision and sense of purpose</p> <p>2.5 Interact with other people in ways which:</p> <ul style="list-style-type: none"> ■ Encourages mutual support and trust ■ Respects their roles, responsibilities, priorities and skills ■ Appreciates their views and concerns ■ Makes clear what can and cannot be done ■ Encourages collaborative thinking and teamwork <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ Undertaking the Industry Challenge Project and other practical projects such as contributing to a social media/digital marketing campaign could be used to help the learner develop the skillset for Outcomes 2, 3 and 4 of this Unit. <p>(covers criteria 2.1 to 4.2)</p>	<ul style="list-style-type: none"> ■ A portfolio, blog or production diary may include the following: <ul style="list-style-type: none"> - Minutes of meetings - Review/ feedback from their tutor and/or supervisor - Blog/ diary entries - Peer review - Personal development plans <p>Question prompts for the learner that could be completed using blogs/ diaries/ feedback and reviews include:</p> <ol style="list-style-type: none"> 1 How did I consider the needs of others in creative discussions? 2 How did I manage situations when people had different opinions? 3 What ideas, solutions, or information did I offer to others that helped move the project forward? 4 How did I work cooperatively with others? 5 How did I alter my behaviour to respond to different situations? 6 What tasks or responsibilities did I take on? How did this support the team and their roles? 7 Did I complete tasks to the standard required? What feedback did I get? 8 Did I complete tasks in the timescale required? If not, why not? <p>▶ Continues on next page</p>

Learning Outcomes	Assessment Criteria	Examples of work-based activities	Examples of evidence
<p>◀ See previous page</p>	<p>2.6 Communicate information and own requirements and concerns at a suitable time and in ways that promote understanding</p>	<p>◀ See previous page</p>	<p>9 What changes did I make based on feedback from others?</p> <p>10 What did I do well, enjoy or feel most confident about when working with others?</p>
<p>3 Be able to carry out own work role taking account of the needs of other people</p>	<p>3.1 Explain the contribution and impact of own work role within the overall work process</p> <p>3.2 Complete work tasks to the standard required and within agreed timescales</p> <p>3.3 Agree alternative action and approaches promptly with other people when work tasks cannot be completed to meet agreed requirements</p> <p>3.4 Keep records of expectations, discussions and agreed actions</p> <p>3.5 Explain how to store information in line with organisational and regulatory requirements</p>		<p>11 What do I need to work on, improve or learn more about when working as part of a team?</p>
<p>4 Be able to evaluate own working relationships in the creative industries</p>	<p>4.1 Seek and respond constructively to advice and feedback from others about own work</p> <p>4.2 Identify strengths and areas for development in own working relationships</p>		

Notes

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J3YK 04 Prepare for and Conduct Interview in Creative Media

Learning Outcomes	Assessment Criteria	Examples of evidence which may support learners to demonstrate the practical skills in the unit (product evaluation, observation and questioning)
<p>1 Understand key contextual information relating to interviews in the creative industries</p>	<p>1.1 Identify own organisation's editorial and technical requirements for content and treatment.</p> <p>1.2 Explain key features and requirements of different types of interviews and the platform they are being used for.</p> <p>1.3 Explain key differences between planned and spontaneous interviews</p> <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> ■ The following sources of evidence can be used in the assessment of the competency-based learning outcomes: <ul style="list-style-type: none"> - Direct observation of learners carrying out the relevant task - Portfolios (hard-copy and digital) - Inspection and evaluation of products produced (this includes electronic evidence where appropriate) - Questioning of learners to support performance - Simulation where agreed (see ScreenSkills's Assessment Strategy) - Expert Witness where specific expertise is required - Supplementary evidence (i.e., professional discussion) - Recorded Internal competency assessments carried out as part of a structured in company approach (i.e., ISO9000) - Recognition of prior learning ■ For knowledge-based learning outcomes the following sources of evidence can be used: <ul style="list-style-type: none"> - Oral or written exams/test - Portfolios (hard-copy and digital) - Presentations - Simulation where agreed (see ScreenSkills's Assessment Strategy) - Assignments - Projects - Case studies - Professional discussion

Learning Outcomes	Assessment Criteria	Examples of evidence
<p>2 Be able to plan for interviews in the creative industries</p>	<p>2.1 Locate suitable interviewees taking account of a need for a balance and mix of views</p> <p>2.2 Confirm the suitability and authority of interviewees, drawing on background facts and personal details</p> <p>2.3 Assess the level of research required for an interview</p> <p>2.4 Undertake research required for an interview</p> <p>2.5 Identify the purpose, focus, target audience and deadline for completion of an interview</p> <p>2.6 Clarify with responsible personnel the treatment of potentially contentious issues</p> <p>2.7 Carry out a risk assessment on a venue for an interview</p> <p>2.8 Select a suitable condition and a location for an interview</p> <p>2.9 Identify a suitable dress code for an interview</p>	<p>◀ See previous page</p>
<p>3 Be able to carry out briefing for interviews in the creative industries</p>	<p>3.1 Brief interviewees clearly, fully, accurately, and courteously, identifying all requirements and expectations for their contributions</p> <p>3.2 Explain to interviewees how to anticipate questions and prepare answers in advance</p> <p>3.3 Check the understanding of interviewees, responding sensitively to questions</p> <p>3.4 Brief all relevant personnel as required, liaising closely with production and technical team members</p>	
<p>4 Be able to evaluate own working relationships in the creative industries</p>	<p>4.1 Adopt an interviewing style that is appropriate to:</p> <ul style="list-style-type: none"> - own objectives - audience - interviewees 	

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<p>◀ See previous page</p>	<ul style="list-style-type: none"> 4.2 Establish and sustain rapport with interviewees, maintaining appropriate non-verbal communication 4.3 Identify each interviewee clearly during an interview 4.4 Use questioning that sounds spontaneous and encourages the required responses from each interviewee 4.5 Listen carefully to each interviewee, following up on answers as required 4.6 Offer clarification for audiences in relation to instances of assumed knowledge and use of specialist terminology during an interview 4.7 Manage interviewing to meet time constraints 4.8 Close interviews naturally and neatly with suitable editorial impact 4.9 Confirm that release and consent forms are signed and stored in line with data protection requirements 4.10 Work within available resources and budget limitations 	<p>◀ See previous page</p>

J3YR 04 Record Audio and Video Material

Learning Outcomes	Assessment Criteria	Examples of evidence
<p>1 Be able to obtain key contextual information relating to recording audio and video material</p>	<p>1.1 Identify the house style of the commissioning agent, programme, or channel.</p> <p>1.2 Identify the intended target audience.</p> <p>1.3 Identify the intended time and duration of transmission.</p> <p>1.4 Identify key elements of the editorial brief.</p> <p>1.5 Check the suitability of the location, indicating relevant factors for consideration.</p> <p>1.6 Identify effective picture and audio and actuality possibilities as required, indicating relevant factors for consideration</p> <p>▶ Continues on next page</p>	<p>■ The following sources of evidence can be used in the assessment of the competency-based learning outcomes:</p> <ul style="list-style-type: none">- Direct observation of learners carrying out the relevant task- Portfolios (hard-copy and digital)- Inspection and evaluation of products produced (this includes electronic evidence where appropriate)- Questioning of learners to support performance- Simulation where agreed (see ScreenSkills's Assessment Strategy)- Expert Witness where specific expertise is required- Supplementary evidence (i.e., professional discussion)- Recorded Internal competency assessments carried out as part of a structured in company approach (i.e., ISO9000)- Recognition of prior learning <p>■ For knowledge-based learning outcomes the following sources of evidence can be used:</p> <ul style="list-style-type: none">- Oral or written exams/test- Portfolios (hard-copy and digital)- Presentations- Simulation where agreed (see ScreenSkills's Assessment Strategy)- Assignments- Projects- Case studies- Professional discussion

Learning Outcomes	Assessment Criteria	Examples of evidence
<p>2 Be able to select equipment, prepare for recording audio, and video material</p>	<p>2.1 Select suitable equipment for the task</p> <p>2.2 Check that equipment is in good operational order before use</p> <p>2.3 Identify any equipment failures and breakdowns, ensuring that these are resolved promptly</p> <p>2.4 Keep recording equipment secure at all times</p>	<p>◀ See previous page</p>
<p>3 Be able to record audio and video material</p>	<p>3.1 Use equipment to achieve the best possible technical quality of recordings</p> <p>3.2 Record material on to the appropriate medium and format</p> <p>3.3 Check the sufficiency and appropriateness of recorded footage to meet the editorial brief</p> <p>3.4 Check that the type and variety of footage is sufficient to support the editing process</p> <p>3.5 Maintain adequate records to support the editing process</p>	
<p>4 Be able to deliver audio video material</p>	<p>4.1 Review the footage gathered in the light of the brief to identify any changes required</p> <p>4.3 Check that deadlines for recorded material have been met</p> <p>4.4 File material in line with platform and delivery requirements</p>	
<p>5 Be able to comply with relevant legal and regulatory requirements</p>	<p>5.1 Comply with relevant health and safety requirements</p> <p>5.2 Investigate relevant legal and compliance issues including data protection</p> <p>5.3 Store audio and visual material in line with organisational procedures</p>	

Learning Outcomes	Assessment Criteria	Examples of evidence
<p>1 Be able to obtain key contextual information relating to editing audio visual material</p>	<p>1.1 Explain key elements of the editorial brief.</p> <p>1.2 Identify the editorial requirements of the commissioning agent or channel.</p>	<ul style="list-style-type: none"> ■ The following sources of evidence can be used in the assessment of the competency-based learning outcomes: <ul style="list-style-type: none"> - Direct observation of learners carrying out the relevant task - Portfolios (hard-copy and digital) - Inspection and evaluation of products produced (this includes electronic evidence where appropriate) - Questioning of learners to support performance - Simulation where agreed (see ScreenSkills’s Assessment Strategy) - Expert Witness where specific expertise is required - Supplementary evidence (i.e., professional discussion) - Recorded Internal competency assessments carried out as part of a structured in company approach (i.e., ISO9000) - Recognition of prior learning
<p>2 Be able to review recorded material</p>	<p>2.1 Review the sufficiency and quality of material recorded, indicating any impact on the brief</p> <p>2.2 Correct technical errors while retaining essential content</p>	<ul style="list-style-type: none"> ■ For knowledge-based learning outcomes the following sources of evidence can be used: <ul style="list-style-type: none"> - Oral or written exams/test - Portfolios (hard-copy and digital) - Presentations - Simulation where agreed (see ScreenSkills’s Assessment Strategy) - Assignments - Projects - Case studies - Professional discussion
<p>3 Be able to use editing techniques and equipment to create a narrative</p>	<p>3.1 Select footage to meet the brief, identifying reasons for choice</p> <p>3.2 Work with relevant parties to resolve any problems which might impact on the proposed purpose, content, or treatment of material</p> <p>3.3 Cut material to allocated durations</p> <p>3.4 Present complex material in a clearways</p> <p>▶ Continues on next page</p>	<ul style="list-style-type: none"> - Simulation where agreed (see ScreenSkills’s Assessment Strategy) - Assignments - Projects - Case studies - Professional discussion

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<p>◀ See previous page</p>	<p>3.5 Integrate material from different sources as appropriate</p> <p>3.6 Change the sequence of material as required, with due awareness of misrepresentation</p> <p>3.7 Remove and extraneous sounds and / or distortion using appropriate techniques and equipment</p> <p>3.8 Enhance the production as required through the addition of effects or extra material</p>	<p>◀ See previous page</p>
<p>4 Be able to evaluate own work</p>	<p>4.1 Review edited material to ensure appropriateness of the target audience, house style and time of broadcast</p> <p>4.2 Check that deadline for edited material have been met</p> <p>4.3 Store audio and visual material in line with organisational procedures</p>	
<p>5 Be able to comply with relevant legal and regulatory requirements</p>	<p>5.1 Identify legal and other restrictions which might affect the editing of material</p> <p>5.2 Investigate any identified legal or compliance issues</p>	