Unit title	Comply with media regulation and organisational codes of conduct when working in journalism
SQA Unit code	H6PP 04
SCQF level	7
SCQF credit points	5
SSC Ref	CDM29

History of changes

Publication date: February 2014

Version: 01

Version	Description of change	Date

TITLE	Comply with media regulation and organisational codes of conduct when working in journalism
Learning Outcomes	**Assessment Criteria**
The learner will	*The learner can*
1. Understand the regulatory framework that governs UK broadcasting	1.1 Explain the role of Ofcom and the content of the Ofcom Broadcasting Code as it applies to journalists working in broadcasting 1.2 Explain the role of the BBC Trust and the content of the BBC's Editorial guidelines as they apply to journalists working in broadcasting 1.3 Summarise the implications of key distinctions between the regulatory requirements in print and broadcast regulation for journalists producing work to be published on all platforms
2. Understand codes of conduct, policies and procedures relevant to working in journalism	2.1 Identify key aspects of own organisation's: • codes of conduct • policies • procedures 2.2 Identify key aspects of the codes of conduct of: • the National Union of Journalists • the Institute of Journalists
3. Be able to provide editorial content that meets regulatory and organisational standards	3.1 Work in accordance with relevant media regulation and industry codes of conduct 3.2 Produce editorial content that: • accurately reflect and conveys the relevant facts, arguments and issues • fairly represents the parties involved 3.3 Produce material which: • is clear • is intelligible • is comprehensive • is to the point • avoids the use of stereotypical and clichéd language and images 3.4 Confirm the reliability and relevance of: • own sources of information • information provided by own sources 3.5 Seek support in maintaining the anonymity of sources where this is necessary for their continued well-being

	3.6	Justify in terms of humanitarian priorities, and the public interest, any of own actions which may be experienced as:
		• an invasion of privacy
		• causing additional distress
		• contributing to the worsening of an existing problem
	3.7	Obtain editorial approval for and justify in terms of humanitarian priorities, and the public interest, any act of:
		• surreptitious recording
		• trespass
		• clandestine acquisition of documents
	3.8	Maintain accurate, legible and comprehensive note of interview material for the period specified in own organisation's guidelines
	3.9	Follow organisational procedures to:
		• check that own editorial content for broadcasting
		o does not infringe Ofcom and in-house compliance on due impartiality
		o complies with media regulation and industry codes of conduct
		• respond to audience complaints relating to editorial content
	3.10	Seek the advice of suitably qualified and experienced people in any instance of uncertainty relating to regulatory and ethical issues
4. Understand legal and regulatory issues relevant to ethical conduct	4.1	Explain when and to whom the effects of trauma on self and others should be reported
	4.2	Explain when humanitarian assistance should be given to suffering people
	4.3	Identify circumstances in which types of information can be shared with other parties
	4.4	Identify the implications for a journalist of:
		• witnessing a crime
		• becoming aware of a breach of the law
	4.5	Explain ways to deal with tensions that can exist between due impartiality and the representation of diversity and cultural difference
	4.6	Identify the implications for impartiality of allowing a member of the public to address the audience directly
	4.7	Summarise ethical issues involved in using social media as a journalist and maintaining a clear distinction between professional and personal use

Additional information about the Unit
Unit purpose and aim(s)
This unit assesses the skills, knowledge and understanding relating to the framework of statutory and self-regulation that governs the practice of journalism in the UK. Learners will understand the codes of conduct, policies and procedures relevant to working in journalism and variances across different industries.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
This Unit is based on the NOS (SKSJ4) developed by Creative Skillset.
Details of the relationship between the Unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A

Assessment (evidence) Requirements

Evidence for this Unit should be generated in the workplace or a real work environment under normal commercial operating conditions. Simulation is only acceptable under certain circumstances, please refer to section 4.1 of Creative Skillset's 'Principles of Assessment for use with SVQs and competency-based qualifications in the SCQF'

Guidance on Instruments of Assessment

This Unit is designed to assess the skills and knowledge of candidates in the workplace.

Acceptable types of evidence

The following sources of evidence can be used in the assessment of the competency based learning outcomes:

- 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 section 4.1 of Creative Skillset's 'Principles of Assessment);
- Expert Witness where specific expertise is required;
- Supplementary evidence (i.e. Witness Testimony);
- Recorded Internal competency assessments carried out as part of a structured in-company approach (i.e. ISO9000). Assessors should carry out only confirmatory observation.

For knowledge based learning outcomes the following sources of evidence can be used:

- Oral or written exams/test;
- Portfolios (hard-copy and digital);
- Presentations;
- Simulation on where agreed (see section 4.1 of Creative Skillset's 'Principles of Assessment);
- Assignments;
- Projects;
- Case studies.
- Professional Discussion

Please note: This is not an exhaustive list, all of the assessment methods associated with effective delivery and assessment of qualifications that attest to occupational competency may be used.

SQA's Guide to Assessment is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment. The Guide to Assessment can be downloaded free from SQA's website:
http://www.sqa.org.uk/files_ccc/GuideToAssessment.pdf