



Higher National Unit specification

General information

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

Unit code: H8T1 35

Superclass: KD

Publication date: February 2015

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

The purpose of this Unit is to enable the learner to develop skills to analyse effectively and report accurately on matters of local, national and international political importance.

The Unit will build on the knowledge and skills developed in XXXX 34 *Journalism: Public Affairs* by developing the skills of analysis and providing the opportunity to report on political issues in a manner and to a standard that mirrors industry practice.

Outcome 1 draws on the knowledge of local government gained from XXXX XX *Journalism: Public Affairs*. It is expected that learners at this stage of their learning journey will recognise and understand the structure, role, functions and major areas of responsibility of local government in Scotland and know how to use and access official channels of communication.

This Outcome provides learners with the opportunity to put that knowledge to practical use through the analysis and reporting of a major current political issue.

Outcome 2 draws on the knowledge of Scottish, UK and international government gained from XXXX XX *Journalism: Public Affairs*. It is expected that learners at this stage of their learning journey will recognise and understand the structure, role, functions and major areas of responsibility of national government in Scotland, the UK and internationally and know how to use and access official channels of communication.

This Outcome provides learners with the opportunity to put that knowledge to practical use through the analysis and reporting of a major current political issue either in Scotland, the UK or internationally.

Higher National Unit specification: General information (cont)

Unit title: Journalism: Public Affairs Advanced

Successful achievement of this Unit will require the learner to produce examples of journalistic writing that could be of interest to higher education institutions and prospective employers.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Analyse and report on a current issue affecting local government.
- 2 Analyse and report on a current issue affecting a national government.

Credit points and level

1 Higher National Unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. However, it would be beneficial if learners had previous experience of public affairs. This could be demonstrated by achievement of the following:

F1RM 34 *Journalism: Public Affairs*
C236 13 *Advanced Higher Modern Studies*
Relevant work experience

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 6

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. This Unit is a mandatory Unit within the HNC/HND Practical Journalism.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to

the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

Higher National Unit specification: General information (cont)

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Analyse and report on a current issue affecting local government.

Knowledge and/or Skills

- ◆ Researching current political issues
- ◆ Analysing the importance of political issues for politicians, political parties and the public
- ◆ Writing/reporting on political issues

Outcome 2

Analyse and report on a current issue affecting a national government.

Knowledge and/or Skills

- ◆ Researching current political issues
- ◆ Analysing the importance of political issues for politicians, political parties and the public
- ◆ Writing/reporting on political issues

Evidence Requirements for this Unit

The learner will need to provide evidence to demonstrate his/her Knowledge and/or Skills for each Outcome by showing that he/she can:

- ◆ accurately identify a current major political issue.
- ◆ analyse the issue involved and explain how it impacts on individual politicians, political parties and the public.
- ◆ produce an article to industry standard for a media outlet, for print, online or broadcast regarding a current major political issue.

For each Outcome, the learner will be required to produce a short written analysis of a political issue of choice based on his/her own research. The learner should then present the written analysis to his/her tutor for consideration and discussion. The identification and analysis of a political story should provide sufficient detail for the tutor to recognise that the learner has identified the relevant issues involved in the story and what effect they will have on politicians, political parties and the public. Discussion with the tutor will allow for any additions or changes to be made before going on to produce finished articles for publication or broadcast.

Finished articles should be produced to industry standard and be suitable for publication or broadcast. For publication, spelling, punctuation and grammar should be accurate. For broadcast, the conventions of writing for the spoken word should be followed.

Higher National Unit specification: Statement of standards (cont)

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

Within each finished article, the learner must include an identification of the issue and explain how it affects individual politicians, political parties and the public. The analysis should include what is being done by politicians and parties to address the issue and what consequences it might have for them and the public.

Each article should be a 1,500 word (or broadcast equivalent) news package consisting of: A 700 word news lead plus two support pieces of 400 words each, which might consist of side bars, vox pops, timelines, etc.

The broadcast equivalent might include a television or radio report which includes at least one interview: for example, a report suitable for a television news programme or an in-depth report for radio news of a suitable length.

Assessment will be conducted in open-book conditions to a deadline to be agreed between tutor and learner.

For re-assessment purposes, a different current issue should be selected.



Higher National Unit Support Notes

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is designed to build on the knowledge and skills that the learners have acquired in Unit XXXX 34 *Journalism: Public Affairs*. Having already acquired a practical knowledge of local, national and international government organisations and issues, *Journalism: Public Affairs Advanced* seeks to develop the learner's analytical skills, enabling him/her to comment informatively and with confidence on the practical developments and decisions of public administration.

Learners will be asked to research current political issues to gain an understanding of how they affect political parties, politicians and the public. The research will enable them to analyse the ways in which politics affects all three. The learner will then have the opportunity to report on political issues in articles suitable for publication or broadcast.

On completion of the Unit, learners will have acquired the skills and confidence to research, analyse and report on political stories in articles suitable for publication or broadcast.

Outcome 1 provides learners with the opportunity to analyse and report on an issue relevant to local government in Scotland. Learners will be able to exercise their journalistic skills by producing a media article or articles on a political issue of the day.

Outcome 2 provides learners with the opportunity to analyse and report on an issue relevant to national government in the UK or abroad. This could involve the Scottish or UK Government or an international government. Again, learners will be able to exercise their journalistic skills by producing a media article or articles on a political issue of the day.

An international government could be interpreted as the government of one country or an international body such as the EU or UN.

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

Guidance on approaches to delivery of this Unit

This is a mandatory Unit within the HNC/HND Practical Journalism.

Tutors might wish to briefly revise the structure, roles and major functions of local and national government in the UK to ensure that learners are able to progress towards an analysis of the political set up in both areas. This would be particularly important if an election has taken place since learners completed *XXXX 34 Journalism: Public Affairs*.

Learners should focus on the journalistic and media reporting of issues and their effects on different parties, politicians and the public in examining the effectiveness of politics at local, national and international level. It is recommended that a practical, learner-centred, participative approach be adopted to enable the learner to make his/her own decisions and come to his/her own conclusions.

The Unit would lend itself well to an e-learning or VLE delivery pattern where the learner could be directed to appropriate content to prepare for discussions, group work and workshops with the tutor.

Tutors should allow learners the opportunity to critically assess media reporting and analysis of current issues in local, national and international government as preparation towards their own journalistic analysis.

It is therefore recommended that learners have access to a variety of newspapers, magazines, audio and video material in order to examine the different approaches taken by media institutions towards the political parties and also to gain an insight into the content and structure of critically analytical reports.

For Outcome 1, it is recommended that learners look at a variety of current issues and their effect on local government before deciding which one to analyse.

Outcome 2 might require research into the structure and functions of an international government (eg: USA) before analysis of a current topic.

Field trips to local and national government institutions are recommended, especially if they can include the opportunity to discuss issues with politicians. A variety of guest speakers from politics and the media would also be beneficial.

This Unit would lend itself towards a project based delivery where the learners are producing regular journalistic content for a newspaper, magazine or broadcast programme, as this would allow them the opportunity to practise their skills in journalistic analysis and reporting.

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment methods. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that could be transferable to work or further and higher education.

Centres should develop formative assessments that are both appropriate to the individual's needs and which also prepare the learner for summative assessment. Summative assessment should only take place when the learner has developed the Knowledge and Skills at the required level for the Unit.

Records of all Instruments of Assessment used, marking instructions and evidence produced by each learner for summative assessment purposes must be retained for internal and external verification purposes.

For Outcome 1, the learner will be asked to identify a major current political story affecting local government and analyse the issues involved and how they impact upon politicians, political parties and the public through an article suitable for publication or broadcast.

For Outcome 2, the learner will be asked to identify a major current political story affecting a national government of their choice. He/she will then be asked to analyse the issues involved and how they impact upon politicians, political parties and the public through an article suitable for publication or broadcast.

For each Outcome, the learner will be required to produce a short written analysis of a political issue of choice based on his/her own research. The learner should then present the written analysis to his/her tutor for consideration and discussion. The identification and analysis of a political story should provide sufficient detail for the tutor to recognise that the learner has identified the relevant issues involved in the story and what effect they will have on politicians, political parties and the public. Discussion with the tutor will allow for any additions or changes to be made before going on to produce finished articles for publication or broadcast.

Finished articles should be produced to industry standard and be suitable for publication or broadcast. For publication, spelling, punctuation and grammar should be accurate. For broadcast, the conventions of writing for the spoken word should be followed.

Within each finished article, the learner must include an identification of the issue and explain how it affects individual politicians, political parties and the public. The analysis should include what is being done by politicians and parties to address the issue and what consequences it might have for them and the public.

The articles might take the form of a leader or opinion piece or analysis of a current issue and must be sufficiently detailed to demonstrate the learner's knowledge of the issue and its implications for individual politicians, parties and the public.

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

Each article should be a 1,500 word (or broadcast equivalent) news package consisting of: A 700 word news lead plus two support pieces of 400 words each, which might consist of side bars, vox pops, timelines, etc.

The broadcast equivalent might include a television or radio report which includes at least one interview: for example, a report suitable for a television news programme or an in-depth report for radio news of a suitable length.

As these Outcomes are intended to mirror industry practice, it would be beneficial to the learner to complete both separately to allow practice in reporting political issues.

The learner may wish to consider the Scottish or UK government or that of another country for the assessment of Outcome 2.

Outcomes 1 and 2 will be assessed individually. However, the Unit would be suitable for a project based delivery where each Outcome is delivered for a newspaper, magazine or broadcast programme where learners provide regular contributions.

A learner who has access to a suitable workplace can base his/her assessment work on a suitable situation drawn from his/her place of work. This could be particularly suitable for a learner who is on work experience and has political work published or broadcast.

Where a workplace situation is used, care should be taken to ensure that it would provide the learner with sufficient opportunity to meet the Evidence Requirements of the Unit. It may be appropriate for the lecturer concerned to ensure beforehand that a particular workplace will allow the learner to generate sufficient and suitable evidence. The workplace situation should allow for all items listed under Knowledge and Skills for each Outcome to be covered.

Tutors should ensure the authenticity of the learner's work if the tasks are completed outside the centre. This might be done through a signed declaration from the learner's supervisor.

Assessment will be conducted in open-book conditions to a deadline to be agreed between tutor and learner.

For re-assessment purposes, a different current issue should be selected.

Recognition of prior learning

There is credit transfer between Unit F1RN 35 *Journalism: Public Affairs Advanced* and this Unit specification.

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 6.

Communication: Written Communication (Writing)

The Core Skill component of — *Produce well-structured written communication on complex topics* at SCQF level 6 could be developed in this Unit.

The specific skills for this Core Skill component are:

- ◆ Present all essential ideas/information and supporting detail in a logical and effective order.
- ◆ Use a structure which takes account of purpose and audience and links major and minor points in ways which assist the clarity and impact of the writing.
- ◆ Use conventions which are effective in achieving the purpose and adapted as necessary for the target audience.
- ◆ Use spelling, punctuation and sentence structures which are consistently accurate.
- ◆ Vary sentence structure, paragraphing and vocabulary to suit the purpose and target audience.

Examples of tasks might include:

- ◆ Writing/producing political features
- ◆ Writing/producing scripts for radio/television features

Communication: Oral Communication

If a learner wishes to provide a broadcast for assessment, the Core Skill component of — *Produce and respond to oral communication on a complex topic* at SCQF level 6 could be developed in this Unit.

The specific skills for this Core Skill component are:

- ◆ Use vocabulary and a range of spoken language structures consistently and effectively at an appropriate level of formality.

- ◆ Convey all essential information, opinions, or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate.

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced

- ◆ Structure communication to take full account of the purpose and audience.
- ◆ Take account of situation and audience during delivery.
- ◆ Respond to others, listening and taking account of their contributions.

Examples of tasks might include:

- ◆ Delivering a radio report or feature on a local, national and/or international political issue
- ◆ Delivering a television news report or feature on a local, national and/or international political issue

Communication: Written Communication (Reading)

The Core Skill component of — *Read, understand and evaluate complex written communication* at SCQF level 6 could be developed in this Unit.

The specific skills for this Core Skill component are:

- ◆ Identify and summarise all significant information, ideas and supporting details in a complex written communication of non-fiction.
- ◆ Evaluate fully the effectiveness of a communication in meeting its purpose and the needs of its intended readership.

Examples of tasks might include:

- ◆ Researching, reading and discussing newspaper/magazine articles
- ◆ Researching, reading and discussing television/radio items
- ◆ Researching, reading and discussing government policy

Numeracy: Using Graphical Information

The Core Skill component of — *Interpret and communicate graphical communication in everyday situations* at SCQF level 5 could be developed in this Unit.

The specific skills for this Core Skill component are:

- ◆ Interpret information from a table, graph, chart or diagram.
- ◆ Use an appropriate form of table, graph, chart or diagram and communicate information in that form.

Examples of tasks might include:

- ◆ Delivering an oral report/presentation on a local, national and/or international political issue. The learner may use Power Point or equivalent, incorporating one or a combination of tables, graphs, charts and diagrams.
- ◆ Use/interpretation of one or a combination of a table, graph, chart or diagram within work covering the Outcomes.

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced

Information and Communication Technology: Accessing Information

The *Information and Communication Technology* Core Skill component — *Use ICT independently to carry out complex searches across a range of tasks* at SCQF level 6 could be developed in this Unit.

The specific skills for this Core Skill component are:

- ◆ Use a range of ICT devices, observing security procedures.
- ◆ Carry out complex searches for information.
- ◆ Evaluate reliability of information.

Examples of tasks might include:

- ◆ Research for formative work and assessments
- ◆ Preparing presentations

Information and Communication Technology: Providing/Creating Information

The *Information and Communication Technology* Core Skill component of — *Use ICT independently, effectively and responsibly to carry out a range of processing tasks* at SCQF level 5 could be developed within this Unit.

The specific skills for this Core Skill are:

- ◆ Make effective, independent, and responsible use of ICT.
- ◆ Carry out a range of processing tasks using ICT.
- ◆ Locate and integrate data from a range of sources.
- ◆ Evaluate information.

Examples of tasks might include:

- ◆ Using specialist applications such as Indesign
- ◆ Selecting appropriate websites/data sources to research a current issue
- ◆ Presenting findings in an appropriate format including referencing
- ◆ Creating a presentation with embedded hyperlinks acknowledging their source

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced

Working with Others: Working Co-operatively with others

The *Working with Others* Core Skill component of — *In complex interactions, work with others co-operatively on an activity and/or activities* at SCQF level 6 could be developed in this Unit.

The specific skills for this Core Skill component are:

- ◆ Analyse own role and the roles that make up the activity and/or activities and the relationship between them.
- ◆ Organise own role to contribute effectively to the activity and/or activities, adapting own role as necessary.
- ◆ Negotiate working methods.
- ◆ Promote co-operative working with others, progress towards shared goal.
- ◆ Use interpersonal skills effectively.

Examples of tasks might include:

- ◆ Several learners working together on a broadcast project. Learners could be encouraged to analyse and plan the task, agree and negotiate goals, roles, and responsibilities; take responsibility for tasks; anticipate and respond to the needs of others; support cooperative working; evaluate and draw conclusions about the effectiveness of one's own contribution.

Working with Others: Reviewing Co-operative Contribution

The *Working with Others* Core Skill component of — *Review work with others in a co-operative activity and/or activities* at SCQF level 6 could be developed in this Unit.

The specific skills for this Core Skill component are:

- ◆ Evaluate overall co-operative working, considering own involvement and the involvement of others, referring to supporting evidence.
- ◆ Draw conclusions and justify them with reference to supporting evidence.
- ◆ Identify learning objectives based on the evaluation and make recommendations for future co-operative working.

Examples of tasks might include:

- ◆ Several learners working together on a broadcast project. Learners could be encouraged to analyse and plan the task, agree and negotiate goals, roles, and responsibilities; take responsibility for tasks; anticipate and respond to the needs of others; support cooperative working; evaluate and draw conclusions about the effectiveness of one's own contribution.

The Core Skills can be developed without formal certification.

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced

Essential/Employability Skills

Tutors should maximise opportunities to develop other essential skills as well as employability skills in this Unit.

In general, employability skills can be seen as a set of achievements, understanding and personal attributes that make individuals more likely to gain employment and be successful in their chosen occupation. Employability skills identified by employers as being essential to the workplace include:

- Communication
- Leadership and Management
- Interpersonal
- Creativity
- Flexibility/ability to adapt to different situation and environments
- ICT
- Team work/group work/working towards achievement of a common goal
- Working independently/autonomously/self-management
- Using initiative/being proactive
- Problem solving, presenting ideas and solutions, making decisions
- Research and investigation
- Critically analysing and evaluating
- Self - evaluating and being prepared to improve performance/identifying strengths and weaknesses and setting objectives for improvement
- Planning and organising
- Setting goals and making action plans
- Time management
- Working effectively to meet deadlines
- Negotiating/persuading
- Positive attitude to work
- Adopting professional standards and working practices
- Paying attention to detail
- Work experience/simulation
- Applying numeracy skills
- Developing an awareness of the global economy
- Developing an awareness of cultural sensitivities/international culture and awareness
- Foreign language skills
- Knowledge of chosen job or career path

Many of the skills being developed in this Unit and across the HNC/HND in Practical Journalism will help to develop learners as prospective employees.

In particular, whilst studying for this Unit and in general across the HNC/HND in Practical Journalism, learners should be assisted in developing the following skills and attributes:

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced

Self-Management

Management, goal setting, punctuality and meeting deadlines
Personal effectiveness
Ability to take responsibility for one's own learning

Team working

Respecting others, co-operating and contributing to discussions
Negotiating/persuading to achieve common goals
Awareness of interdependence with others
Opportunity to manage or be managed

Problem Solving

Analysis of facts and situations
Apply creative and critical thinking to develop appropriate, imaginative and informed solutions.

Community involvement

Understanding of the roles and contribution of voluntary organisations to society and the individual's role in the community.

Rights and responsibilities

An understanding of politics and political systems, human rights and the rights of freedoms.

Enterprise Skills

The following **Enterprise skills** can be developed both within this Unit and across the HNC/HND Practical Journalism course:

- ◆ Enterprising values
- ◆ Experience of enterprise environment
- ◆ Career Development
- ◆ Self-awareness and improvement

Successful completion of this Unit can develop the learner's skills in enterprise and employability. Learners could be asked to complete their own research and analysis of political situations using their own initiative and will complete at least two political articles which could be offered to employers.

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced

Citizenship

There is also an opportunity to develop the following components of **Citizenship** within this Unit:

- ◆ Community involvement
- ◆ Rights and responsibilities
- ◆ Equality and justice
- ◆ Diversity
- ◆ Decision making
- ◆ Effective contribution

Skills in citizenship might also be developed through discussions with politicians and members of the public.

Sustainability

There are three main interconnected strands to sustainable development. Each can be addressed in learning processes.

Social: This strand is about quality of life. Think about educational impacts in terms of citizenship, the ability of groups of people to work together, the impacts of cultural integration, or improving security through crime reduction.

Economic: This strand is about infrastructure. The costs and benefits of sustainability are becoming more prominent for all professions, with many groups now considering the impact of current and future environmental directives. Learners are going to be affected by changes in working practices as a consequence of the implementation of these directives.

Ecological: Animals and plants become endangered or extinct; pollution and emissions are changing the natural systems we all rely on for clean air, water and food. In this strand, the genetic resources, and the systems for food and timber production are considered side by side with metal ore sources, fresh water and clean air. Sustainability recognises that people, and all other living things, depend on these resources being maintained rather than depleted or destroyed.

It is important to recognise that these three strands are not independent of each other, but that they should be viewed as an integrated whole. What is critical to the concept of sustainability is the understanding that all aspects of our lives depend on everything else that exists on Earth: be this people, social systems, earth systems, living things or non-living things. What happens in one place at one time can affect what happens somewhere else immediately or in the future.

Higher National Unit Support Notes (cont)

Unit title: Journalism: Public Affairs Advanced

Opportunities should be sought within teaching and learning to engage with the principles of sustainable development. Some examples might include:

Research and analyse the following issues:

- ◆ Green/sustainable policies in local or national or international government
- ◆ Land engineering projects in local or national or international government
- ◆ Global water poverty
- ◆ Use and misuse of national resources
- ◆ Deforestation

Teaching, learning and assessment themselves can be used to provide evidence for sustainable development. Some work could be undertaken solely using electronic means. For example, electronic media could be used for discussion groups, dialogue between tutor and learner and work could be submitted via electronic portfolios, wikis and blogs, and so on.

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 6 embedded.	02/03/15

© Scottish Qualifications Authority [year]

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for learners

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

This summary explains what Unit XXXX 35 *Journalism: Public Affairs Advanced* is about, what you should know or be able to do before you start and what you will need to do and achieve whilst undertaking the Unit. It also outlines opportunities for further learning and employment.

This is a 1 credit Unit at SCQF level 8 with approximately 40 hours of guided learning and 40 hours of self-directed learning. The Unit is designed to develop your skills in researching, analysing and reporting on local, national and international political issues. Articles produced must be to a professional standard for a media outlet, for print, online or broadcast.

The Unit builds on the Knowledge and Skills acquired in Unit XXXX XX *Public Affairs*.

Recommended Entry

In order to have a good chance at successful achievement of this Unit, it is recommended that you have:

F1RM 34 *Journalism: Public Affairs*
C236 13 *Advanced Higher Modern Studies*
Relevant work experience

Outcomes

During the delivery of the Unit you will cover the following:

Outcome 1 will require you to identify an issue affecting local government. You will analyse and report on its implications for politicians, political parties and the public.

Outcome 2 will require you to identify an issue affecting national government. You will analyse and report on its implications for politicians, political parties and the public.

Assessment

Outcomes 1 and 2 will be assessed individually.

For both Outcomes, you will produce a written article with sidebars or a broadcast report for television or radio.

For Outcome 1, you will be asked to identify a major current political story affecting local government and analyse the issues involved and how they impact upon politicians, political parties and the public through an article suitable for publication or broadcast.

For Outcome 2, you will be asked to identify a major current political story affecting a national government of your choice. You will then be asked to analyse the issues involved and how they impact upon politicians, political parties and the public through an article suitable for publication or broadcast.

General information for learners

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

For each Outcome, you will be required to produce a short written analysis of a political issue of choice based on your own research. You should then present the written analysis to your tutor for consideration and discussion. The identification and analysis of a political story should provide sufficient detail for your tutor to recognise that you have identified the relevant issues involved in the story and what effect they will have on politicians, political parties and the public. Discussion with the tutor will allow for any additions or changes to be made before going on to produce finished articles for publication or broadcast.

Each article should be a 1,500 word (or broadcast equivalent) news package consisting of:

A 700 word news lead plus two support pieces of 400 words each, which might consist of side bars, vox pops, timelines, etc.

The broadcast equivalent might include a television or radio report which includes at least one interview: for example, a report suitable for a television news programme or an in-depth report for radio news of a suitable length.

The articles might take the form of a leader or opinion piece or analysis of a current issue and must be sufficiently detailed to demonstrate your knowledge of the issue and its implications for individual politicians, parties and the public.

The articles should be produced to industry standard and be suitable for publication or broadcast. For publication, spelling, punctuation and grammar should be accurate. For broadcast, conventions of writing the spoken word should be followed.

You may wish to consider the Scottish or UK government or that of another country for the assessment of Outcome 2.

Assessment will be conducted in open-book conditions to a deadline to be agreed between yourself and your tutor.

Core Skills

You will have the opportunity to develop the following Core Skills throughout this Unit:

Communication: Written Communication (Writing), SCQF level 6

The Core Skill component of — *Produce well-structured written communication on complex topics* at SCQF level 6 could be developed in this Unit.

Examples of tasks might include:

- ◆ Writing/producing political features
- ◆ Writing/producing scripts for radio/television features

General information for learners

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

Communication: Oral Communication, SCQF level 6

If you wish to provide a broadcast for assessment, the Core Skill component of —*Produce and respond to oral communication on a complex topic* at SCQF level 6 could be developed in this Unit.

Examples of tasks might include:

- ◆ Delivering a radio report or feature on local, national and/or international political issue
- ◆ Delivering a television news report or feature on local, national and/or international political issue

Communication: Written Communication (Reading), SCQF level 6

The Core Skill component of — *Read, understand and evaluate complex written communication* at SCQF level 6 could be developed in this Unit.

Examples of tasks might include:

- ◆ Researching, reading and discussing newspaper/magazine articles
- ◆ Researching, reading and discussing television/radio items
- ◆ Researching, reading and discussing government policy

Using Number, SCQF level 5

The Core Skill component of — *Using Graphical Information* at SCQF level 5 could be developed in this Unit.

Examples of tasks might include:

- ◆ Delivering an oral report/presentation on a local, national and/or international political issue. You may wish to use Power Point or equivalent, incorporating one or a combination of tables, graphs, charts and diagrams.
- ◆ Using/interpreting one or a combination of a table, chart or diagram within essays covering the Outcomes

Information and Communication Technology: Accessing Information, SCQF level 6

The *Information and Communication Technology* Core Skill component — *Use ICT independently to carry out complex searches across a range of tasks* at SCQF level 6 could be developed in this Unit.

Examples of tasks might include:

- ◆ Research for formative work and assessments
- ◆ Preparing presentations

General information for learners

Unit title: Journalism: Public Affairs Advanced (SCQF level 8)

Information and Communication Technology: Providing/Creating Information, SCQF level 6

The *Information and Communication Technology Core Skill* component of — *Use ICT independently, effectively and responsibly to carry out a range of processing tasks* at SCQF level 5 could be developed within this Unit.

Examples of tasks might include:

- ◆ Use of specialist applications such as Indesign
- ◆ Selecting appropriate websites/data sources to research a current issue
- ◆ Presenting findings in an appropriate format including referencing
- ◆ Creating a presentation with embedded hyperlinks acknowledging their source

Working with Others: Working Co-operatively with Others Working Co-operatively with Others, SCQF level 6

The *Working with Others Core Skill* component of — *In complex interactions, work with others co-operatively on an activity or activities* at SCQF level 6 could be developed in this Unit.

Examples of tasks might include:

- ◆ Several learners working together on a broadcast project. Learners would be encouraged to analyse and plan the task, agree and negotiate goals, roles, and responsibilities; take responsibility for tasks; anticipate and respond to the needs of others; support cooperative working; evaluate and draw conclusions about the effectiveness of one's own contribution.

Working with Others: Reviewing Co-operative Contribution, SCQF level 6

The *Working with Others Core Skill* component of — *Review work with others in a co-operative activity-* at SCQF level 6 could be developed in this Unit.

This would be the same as for Working Co-operatively with Others.

Your tutor may also take the opportunity to develop other essential skills, employability skills and enterprise skills as well as developing your knowledge, understanding and skills in citizenship and sustainability.

Successful completion of this Unit will allow you to progress to further and higher education or employment.