Course Specification

XSQA

National 4 Skills for Work Creative Digital Media Course Specification (C264 74)

Valid from August 2013

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Please refer to the note of changes at the end of this course specification for details of changes from previous version (where applicable).

Course outline

Course title: Creative Digital Media National 4 Skills for Work

SCQF credit points: (24 SCQF credit points)

Course code: C264 74

Mandatory units

The course comprises the following mandatory units:

J13N 74	*Creative Digital Media: An Introduction to the Industry* (National 4) OR	6 SCQF credit points
H6ML 74	*Creative Digital Media: An Introduction to the Industry — Scotland* (National 4)	6 SCQF credit points
J17E 74	*Creative Digital Media: The Creative Process* (National 4)	6 SCQF credit points
J17F 74	*Creative Digital Media: Hardware and Software* (National 4)	6 SCQF credit points
J17G 74	*Creative Digital Media: Production Project* (National 4)	6 SCQF credit points

Recommended entry

Entry to this course is at the discretion of the centre.

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this course.

Progression

This course or its components may provide progression to:

♦ National Courses in Media Studies
♦ National Certificates or units in Digital Media Computing
♦ relevant programmes in further education colleges
♦ training/employment

Core Skills

Achievement of this course gives automatic certification of the following:

Complete Core Skill(s)	Information and Communication Technology at SCQF level 4 Working with Others at SCQF level 4
Core Skill component(s)	Critical Thinking at SCQF level 4 Planning and Organising at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of the unit specifications.

Links to National Occupational Standards

National Occupational Standards (NOS) are developed by the key employment sectors of the United Kingdom. These standards set the competences required for job roles within a particular employment sector.

The National 4 Skills for Work Creative Digital Media course has been designed to link broadly to NOS but the standards required of employees in the digital media industry are, in many cases, job specific.
Relevant NOS from Skillset include:

P1	Contribute Ideas for Productions	IM1	Work Effectively with Interactive Media
SP1	Select and Develop Ideas for Productions	IM2	Obtain Assets for Use In Interactive Media Products
		IM3	Prepare Assets for Use In Interactive Media Products

Relevant NOS from e-skills UK include:

ART1 — Artwork and Imaging Software	BSU1	Bespoke and Specialist Software
Web1 — Website Software	MSU1	Make Selective Use of IT

Compared with NOS, this course requires more generic skills in generating and developing ideas to meet a brief, time and resource management as well as digital media content production and provides a useful preparation for further training in the digital media industry.

Further details are provided in the 'Rationale' section.

Equality and inclusion

This Course Arrangements 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**.

Common rationale for Skills for Work Courses

Skills for Work Courses are designed to help learners to develop:

♦ skills and knowledge in a broad vocational area
♦ skills for learning, skills for life and skills for work
♦ Core Skills
♦ an understanding of the workplace
♦ positive attitudes to learning
♦ skills and attitudes for employability

A key feature of these courses is the emphasis on *experiential learning*. This means learning through practical experience and learning by reflecting on experience.

Learning through practical experience

Teaching/learning programmes should include some or all of the following:

♦ learning in real or simulated workplace settings
♦ learning through role play activities in vocational contexts
♦ carrying out case study work
♦ planning and carrying out practical tasks and assignments

Learning through reflecting at all stages of the experience

Teaching/learning programmes should include some or all of the following:

♦ preparing and planning for the experience
♦ taking stock throughout the experience, reviewing and adapting as necessary
♦ reflecting after the activity has been completed, evaluating and identifying learning points

The Skills for Work Courses are also designed to provide learners with opportunities for developing *Core Skills*, and *Skills for Learning, Skills for Life and Skills for Work* with a focus on enhancing skills and attitudes for *employability*.

Core Skills

The five Core Skills are:

- Communication
- Numeracy
- Information and Communication Technology (ICT)
- Problem Solving
- Working with Others

Employability

The skills and attitudes for employability, including self-employment, are outlined below:

- generic skills/attitudes valued by employers
- understanding of the workplace and the employee's responsibilities, for example, time-keeping, appearance, customer care, etc
- self-evaluation skills
- positive attitude to learning
- flexible approaches to solving problems
- adaptability and positive attitude to change
- confidence to set goals, reflect and learn from experience
- specific vocational skills/knowledge

Course specifications highlight the links to NOS in the vocational area and identify progression opportunities.

Opportunities for developing these skills and attitudes are highlighted in each of the course and unit specifications. These opportunities include giving young people direct access to workplace experiences or, through partnership arrangements, providing different learning environments and experiences which simulate aspects of the workplace. These experiences might include visits, visiting speakers, role play and other practical activities.

A Curriculum for Excellence (Scottish Executive 2004) identifies aspirations for every young person. These are that they should become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

The learning environments, the focus on experiential learning and the opportunities to develop employability, Skills for Learning, Skills for Life, Skills for Work and Core Skills in these courses contribute to meeting these aspirations.

Course rationale for National 4 Skills for Work Creative Digital Media

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this course, and its component units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Skills for Work course is also designed to provide learners with opportunities for developing Core Skills and Skills for Learning, Skills for Life and Skills for Work, with a strong focus on enhancing skills and attitudes for employability.

The course has been designed to provide an introduction to the digital media industry and its sectors, which are varied and include radio, television/DVD, digital/computer games and software, publishing and websites as well as other sectors and may increase in the light of emerging technology.

Learners will gain an overview and an awareness of the sectors and the skills required and used in them, including the development and production process. It reflects the initial skills required for the digital media industry. The course will enable learners to develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the digital media industry.

It is anticipated that the course will establish or help build on existing partnerships between schools, colleges of further education, employers and other training providers. Such partnerships will enable the course to be delivered in a variety of appropriate learning environments with access to relevant teaching and industry expertise.

The course fills an identified need for an introductory course that is suitable for school learners, meets the needs of industry, reflects NOS and helps learners to develop their own potential.

Purposes and aims of the course

The general aims of this course are to:

♦ provide learners with a broad introduction to the digital media industry
♦ allow learners to experience vocationally related learning
♦ encourage learners to develop a good work ethic
♦ encourage learners to take responsibility for their own learning and development
♦ provide opportunities to develop a range of Core Skills through practical experiences in a vocational environment
♦ facilitate progression to further education, training and/or employment
♦ assist learners to develop employability skills

In particular, the specific aims of this course are to:

♦ contribute to learners' preparation for work in the digital media industry
♦ begin to develop project development, production, presentation and pitching skills
♦ develop an awareness of the industry's development and production processes
♦ allow learners to engage with clients or people role-playing the part of a client
♦ prepare learners for further learning, study and training opportunities in the digital media industry
♦ raise awareness of digital media project timescales and deadlines and that these can often change and be impacted upon by others
♦ encourage product/programme evaluation at various stages within a project
♦ develop team-working skills
♦ develop a positive and responsible attitude to work
♦ develop communication skills
♦ encourage skills in setting personal goals, reviewing and evaluating
♦ build learners' confidence
♦ encourage self-evaluation and personal progress
♦ ensure appropriate responses to advice and feedback from others
♦ develop abilities to follow instructions and guidance
♦ develop a range of Core Skills and employability skills

Information about typical learners who might do the course

The primary target group for the course is school learners in S3 in secondary education and above. This course may also be suitable for adult returners in a further education environment as a first step into vocationally related learning and will give such learners an introduction to the digital media industry, build confidence and give the opportunity to develop a range of employability skills and Core Skills.

The knowledge and experience acquired by learners will allow them to develop transferable skills. Learners can undertake the course on the basis of their particular skills and/or interest rather than on the basis of a specific medium. For example, learners could produce music or write scripts for various digital media products depending on their personal interest.

Course structure and conditions of award

Summary of course content

The course provides an introduction to, and overview of, the digital media industry and has been designed to take learners through an experiential learning process that highlights the key areas of aptitude and attitude for careers in the digital media sectors. The course is further enhanced by allowing learners to select their personal and individual areas of skills and/or interests when participating in the course and ensures that learners have experience of at least two distinct areas of the digital media industry from various sectors which include radio, television/DVD, digital/computer games and software, publishing and websites as well as other sectors. These sectors may increase in the light of emerging technology. In this course learners will look at various types of digital media content, eg text, audio, video, graphics, digital images, animation in different digital media such as radio, television/DVD, digital/computer games and software, publishing and websites.

The four units of the course cumulatively provide a working knowledge of the development and production processes within the industry, starting with awareness-raising experiences, moving through creative and technical requirements and considerations and culminating in the experience of a mixed-media production project. The units of the course have been designed to be delivered in an integrated way and guidance on a suggested approach to teaching is given in this course specification.

Employability skills are an essential element of this course and are embedded throughout. For example, working co-operatively with others is a necessary employability skill in the industry and learners will be required to interact with other learners during the course, especially throughout the unit *Creative Digital Media: Production Project* (National 4). Learners will also require good communication skills and there are ample opportunities throughout the course for learners to show their oral and writing skills when dealing with other learners, industry practitioners, etc.

The specific employability skills assessed in this course are:

♦ positive attitudes to learning and the workplace
♦ working co-operatively with others
♦ taking advice and dealing with feedback
♦ giving advice and feedback to others
♦ planning and preparation
♦ reviewing and evaluating own skills development
♦ time management skills and working to deadlines
♦ good communication skills
♦ health and safety awareness, including maintaining tidy, organised and safe working environment
♦ finding, gathering, organising and evaluating information including through the use of IT
♦ skills in using hardware and software
♦ organisational skills
♦ understanding roles and responsibilities in the workplace
♦ awareness of the digital media industry
♦ contributing to discussions and practical projects
♦ being innovative and, sometimes, challenging
♦ interpretation of project briefs
♦ presentation and pitching skills
♦ setting targets

Summary of unit content

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a variety of ways; however Skills for Work units are designed to provide an experiential learning process.

Creative Digital Media: Introduction to the Industry (National 4)
This unit provides learners with an introduction to the digital media industry across a range of sectors which include radio, television/DVD, digital/computer games and software, publishing and websites as well as other sectors which may increase in the light of emerging technology. The unit will provide an overview and an awareness of the sectors, what skills are required across a range of jobs and how these are used within each sector; all of which will assist learners in matching their skills and attributes to the jobs available in the industry.

The unit allows learners to participate in various practical activities including gathering industry and career information, investigating development and production processes, matching their career interests to job requirements and evaluating their personal employability skills for the digital media industry.

Creative Digital Media: The Creative Process (National 4)
In this unit learners will consider the basics of the creative process based on a given project brief, the job roles involved and the contribution of each role during the development and production process.

Learners will learn about the creative process from the initiation of a brief, through the planning and development process to the final production and presentation of a creative solution to the brief. This will involve learners in activities such as interpretation of the brief, research, developing a personal response and participating fully in the development of a team response to the brief.

Learners will be encouraged to explore different solutions to a given brief and will contribute to a team presentation of the solution. They will also review the team response to the brief.

Creative Digital Media: Hardware and Software (National 4)
Hardware and software are the tools of the trade in the digital media industry. They assist at almost every stage of the production process. In this unit, learners will learn about the identification, selection and use of appropriate hardware and software, the creation and capture of content, the editing and manipulation of created and captured content. Learners will also learn to ensure content is stored appropriately.

Creative Digital Media: Production Project (National 4)
This unit provides learners with opportunities to work individually and as part of a team in all aspects of the practical development and production of two digital media products.

Starting with the development of a project brief, the team will identify two digital media products to satisfy the requirements of the brief and will then move on to the planning phase before undertaking the production of two digital media products.

Conditions of award

To achieve the award of National 4 Skills for Work Creative Digital Media course, learners must achieve all the required units as outlined in the course outline. They will be assessed pass/fail within centres. Skills for Work Courses are not graded.

Assessment

Assessment objectives

Learner assessment will be based on a range of practical activities, supported by assessor observation checklists and the self-checking of quality by the learners.

Learners will also undertake self-evaluation on the range of employability skills, reviewing their progress, taking comments from others and identifying action points.

Assessment across the four units will address an understanding of a range of technical, creative and management skills as they apply to standard industry development and production processes. In particular, assessment will focus on:

♦ knowledge and skills in relation to working in the digital media industry
♦ practical vocational skills
♦ employability skills in the digital media industry

Unit assessment

The assessment of the units in this course will be as follows:

***Creative Digital Media: Introduction to the Industry* (National 4)**
Performance and written/oral evidence is required for this unit.

Practical activities for this assessment will be carried out either in a realistic working environment or real workplace and should provide opportunities to demonstrate good working practice and employability skills.

Written/oral evidence is required which demonstrates knowledge and understanding of aspects of the digital media industry as covered within the unit.

***Creative Digital Media: The Creative Process* (National 4)**
Performance and written/oral evidence is required for this unit.

Practical activities for this assessment will be carried out under supervision, either in a realistic working environment or real workplace, and will involve working alone and with others in a team and provide opportunities to demonstrate good working practice and employability skills.

Written/oral evidence is required which demonstrates that the learner can produce a personal response to a brief and that they can review their team's response to the brief.

Performance evidence is required to demonstrate that the learner has contributed to discussions on and the preparation, production and presentation of a team response to a brief.

Creative Digital Media: Hardware and Software **(National 4)**
Performance, product and written/oral evidence is required for this unit.

Practical activities for this assessment will be carried out under supervision, either in a realistic working environment or real workplace, and provide opportunities to demonstrate good working practice and employability skills.

Written/oral evidence is required which demonstrates that the learner can identify the importance and use of specific pieces of hardware and software, research possible digital media content, plan the creation and capture of resources and review their own performance in a given digital media project brief.

Performance and product evidence is required to demonstrate that the learner is able to produce digital media content for a brief.

Creative Digital Media: Production Project **(National 4)**
Performance and written/oral evidence is required for this unit.

Practical activities for this assessment will be carried out under supervision, either in a realistic working environment or real workplace, and will involve working with others in a team and provide opportunities to demonstrate good working practice and employability skills.

Written/oral evidence is required which demonstrates that the learner can review and evaluate their own contribution to a project.

Performance evidence is required to demonstrate that the learner is able to contribute to the development of a project brief and the identification of two complementary products that will satisfy the requirements of the brief. Learners also need to participate in the planning and production for the two complementary products, each in a different digital medium.

Exemplification of possible assessment approaches for these units will be provided in the assessment support pack.

Quality assurance

All instruments of assessment used within this course should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (**www.sqa.org.uk/GuideToAssessment**).

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this course. The skills that learners will be expected to improve on and develop through the course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the course where there are appropriate opportunities.

1   Literacy
1.1   Reading
1.2   Writing
1.3   Listening and talking

3   Health and Wellbeing
3.1   Personal learning

4   Employability, enterprise and citizenship
4.1   Employability
4.2   Information and communication technology (ICT)
4.3   Working with others

5   Thinking Skills
5.1   Remembering
5.2   Understanding
5.3   Applying
5.4   Analysing and evaluating
5.5   Creating

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the course.

Employability skills profile

Employability skills covered in this course are detailed in the table below. For the purposes of the table, the units are referred to as A, B, C and D as indicated.

Creative Digital Media: Introduction to the Industry (National 4)   = A

Creative Digital Media: The Creative Process (National 4)   = B

Creative Digital Media: Hardware and Software (National 4)   = C

Creative Digital Media: Production Project (National 4)   = D

Employability skill/attitude	Evidence
♦ Positive attitudes to learning and the workplace	A
♦ Working co-operatively with others	A, B, D
♦ Taking advice and dealing with feedback	A, B, C, D
♦ Giving advice and feedback to others	A, B
♦ Planning and preparation	A, B, C, D
♦ Reviewing and evaluating own skills development	A, C
♦ Time management skills and working to deadlines	A, C, D
♦ Good communication skills	A, B, D
♦ Health and safety awareness, including maintaining tidy, organised and safe working environment	A, D
♦ Finding, gathering, organising and evaluating information including through the use of IT	A, C
♦ Skills in using hardware and software	A, C
♦ Organisational skills	A, C
♦ Understanding roles and responsibilities in the workplace	A, B, D
♦ Awareness of the digital media industry	A
♦ Contributing to discussions and practical projects	A, B, D
♦ Being innovative and, sometimes, challenging	A, B
♦ Interpretation of project briefs	A, B
♦ Presentation and pitching skills	A, B
♦ Setting targets	A, C

Assessment evidence in all units:

Practical performance supported by assessor observation checklist and learner self-evaluation reviews.

Course support notes

Course support notes are not mandatory; they provide advice and guidance on approaches to delivering and assessing the Skills for Work course. They are intended for teachers and lecturers who are delivering the course and its units.

Guidance on approaches to delivery and assessment for this course

The course has been designed to enable learners to learn through practical experiences. The main focus should, therefore, be on practical work activities wherever possible.

Sequencing/integration of units

The course has four mandatory units, which provide a range of learning opportunities in the digital media industry. While the sequence of delivery of the units is for individual centres to decide, a suggested approach would be to introduce the unit *Creative Digital Media: Introduction to the Industry* (National 4) early in the course, and to integrate its delivery with the other three units in the course. In particular, outcome 4 of this unit is best delivered in an integrated way in order that employability skills are built upon during the delivery of the other three units and so that learners can gather evidence over the duration of the course.

Opportunities to integrate evidence can be found in the activities undertaken in the units *Creative Digital Media: The Creative Process* (National 4), *Creative Digital Media: Hardware and Software* (National 4) and *Creative Digital Media: Production Project* (National 4) and, ideally, these units should be followed in the order stated. The order of the units *Creative Digital Media: The Creative Process* (National 4) and *Creative Digital Media: Hardware and Software* (National 4) may be switched or they may be offered concurrently. Core Skills and employability skills are spread throughout all units, allowing learners sufficient opportunity and time to develop and review these skills and attitudes.

Guidance on approaches to delivery

As well as carrying out practical tasks, learners will benefit from analysing the development and production process and the various outputs from this process. Learners will further benefit from engagement with industry practitioners for discussions, demonstrations and/or presentations of industry outputs. Short presentations on topics such as health and safety will also be worthwhile elements of the course.

Reflecting on practical experiences and learning from them is an approach which is embedded in the course. Throughout the learning experiences, the emphasis should be on helping learners to develop an awareness of industry processes, together with the employability skills and attitudes sought by the digital media industry. Opportunities to develop these skills and attitudes are prevalent throughout the course and learners should be aware that these generic skills are as important as the practical industry-based skills they are developing.

While learners are required to carry out formal reviews for assessment purposes, they should be encouraged to review their work throughout the course. They should appreciate that reviewing their work is good practice and can encourage improvement.

When following processes and participating in activities, learners should learn that there are correct and incorrect ways to approach projects and use hardware and software resources. Good practice can be demonstrated by teachers/lecturers and/or industry practitioners.

Positive experiences such as these will help foster a positive attitude to learning and self-assessment.

Teaching and learning approaches should help to inform learners of realistic prospects in the digital media industry generally but should also help learners review prospects for their chosen career paths. Learners should be made aware of steps to employment or to further education and training, allowing them to use their course experiences to make valid personal choices regarding careers and further study.

Teaching and learning approaches should encourage learners to take responsibility for their own learning and development. Throughout the course, learners review their own contributions in individual and group tasks and in the unit *Creative Digital Media: Production Project* (National 4) they carry out a quality check on the group's finished product. This provides a good opportunity to motivate learners to take pride in their work. For employability skills, learners will take responsibility for seeking feedback and identifying action points for improvement. This should help them to develop confidence in taking advice and in asking for direction and assistance where necessary.

Practical activities, visiting speakers, visits

Throughout the course, learners should be encouraged to engage with industry practitioners. Centres must ensure that, where appropriate, copyright clearance has been obtained for the use of materials during the course.

Centres are encouraged to establish links with local industry. Local digital media companies, industry associations, companies providing specialist services to the industry and Chambers of Commerce can all be approached for support. Industry practitioners will be able to give learners a realistic view of jobs and conditions in the digital media industry.

It may be possible for centres to arrange visits to companies' premises as part of the learning experience. These are particularly useful because work in progress will be at different stages and learners may see the various contributions from the range of industry disciplines. It should, however, be remembered that many practitioners in the digital media industries work on a freelance basis with networks of other freelancers from other disciplines. It is therefore advisable to visit more than one practitioner or workplace, where possible.

Health and safety

Centres must ensure that relevant health and safety guidelines are followed at all times, including those times when learners are undertaking activities outwith the centre. Learners should, in particular, be given information and advice on topics such as manual handling, slips, trips and falls, and the availability of any necessary personal protective equipment and clothing — all pertaining to the activities they are involved in, the equipment they are using and the environment they are working in.

Guidance on approaches to assessment

Throughout the course, learners should be encouraged to engage with industry practitioners. Centres must ensure that, where appropriate, copyright clearance has been obtained for the use of materials during the course.

Centres are encouraged to establish links with local industry. Local digital media companies, industry associations, companies providing specialist services to the industry and Chambers of Commerce can all be approached for support. Industry practitioners will be able to give learners a realistic view of jobs and conditions in the digital media industry.

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment that is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres wishing 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. Further advice is available in *SQA Guidelines on Online Assessment for Further Education* (AA1641, March 2003), *SQA Guidelines on e-assessment for Schools* (BD2625, June 2005).

Opportunities for developing Core Skills

Opportunities to develop aspects of Core Skills should be used wherever they arise within the four course units. For example, opportunities for Numeracy arise when calculating project budgets, opportunities for Communication arise with tutors and with other learners and for written communication when writing and/or interpreting briefs/scripts/copy. Opportunities arise for Problem Solving in meeting the requirements of a project brief or when encountering creative or technical problems during the production process. Opportunities for the use of Information Communication Technology arise during all units, but particularly during the Hardware and Software elements of *Creative Digital Media: Hardware and Software* (National 4) and opportunities for working with others is, again, available throughout all units but particularly during *Creative Digital Media: Production Project* (National 4).

- *Creative Digital Media: The Creative Process* (National 4) has Critical Thinking at SCQF level 4 embedded in it.
- *Creative Digital Media: Hardware and Software* (National 4) has Information and Communication Technology, Critical Thinking and Planning and Organising, all at SCQF level 4, embedded in it.
- *Creative Digital Media: Production Project* (National 4) has Working with Others at SCQF level 4 embedded in it.
- *Creative Digital Media: An Introduction to the Industry* (National 4) has Critical Thinking at SCQF level 4 embedded in it.

General information for learners

The National 4 Skills for Work Creative Digital Media course provides an introduction to, and overview of, the digital media industry. The course is further enhanced by allowing you to select your personal areas of skills and/or interests, and ensures that you gain experience of at least two distinct areas of the digital media industry from various sectors, including: radio, television/DVD, digital/computer games and software, publishing and websites as well as other sectors. For example, you could produce music or write scripts for various digital media products, depending on your personal interest.

Throughout the course, you will gain an overview and an awareness of the sectors and the skills required and used in them, including the development and production process. The course reflects the initial skills required for the digital media industry. You will develop general and practical skills, knowledge and understanding, together with employability skills and attitudes needed to work in the digital media industry.

You will look at various types of digital media content, eg text, audio, video, graphics, digital images, animation in different digital media such as radio, television/DVD, digital/computer games and software, publishing and websites.

The four units which make up the course provide a working knowledge of the development and production processes within the industry, starting with awareness-raising experiences; moving through creative and technical requirements and considerations; and culminating in the experience of a mixed-media production project.

You will be assessed by a range of practical activities, which will be supported by assessor observation checklists and your own quality checks.

After finishing the course, you may progress onto the following:

♦ National Courses in Media Studies
♦ National Certificates or units in Digital Media Computing
♦ relevant programmes in further education colleges
♦ training/employment

Administrative information

Published: October 2018 (version 2.0)

History of changes to national course specification

Version	Description of change	Date
2.0	Course specification moved to a new template. No change to content. Units re-coded to align with corresponding course 2 code.	August 2018

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