



## National Unit Specification: general information

**UNIT** Media: An Introduction to the Media Industry (SCQF level 5)

**CODE** F57L 11

### SUMMARY

The purpose of this Unit is to introduce candidates to the media industry. Candidates will initially be asked to investigate the current media consumption of a number of demographic groups. This should help build knowledge and understanding of the diverse nature of media and different target audiences. This should form a basis for developing an appreciation of media sectors, media platforms and media products.

This Unit is suitable for candidates with little or no prior knowledge or experience of media.

### OUTCOMES

- 1 Investigate media consumption across a range of demographic groups.
- 2 Identify a range of media sectors and explain their function.
- 3 Investigate a range of media platforms and their products.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit point at SCQF level 5\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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### Administrative Information

**Superclass:** KA

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## **National Unit Specification: general information (cont)**

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### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

There are opportunities for Core Skill development, these are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

### **UNIT       Media: An Introduction to the Media Industry (SCQF level 5)**

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**

Investigate media consumption across a range of demographic groups.

##### **Performance Criteria**

- (a) Produce a record of personal media consumption.
- (b) Produce a record of media consumption for a range of demographic groups.
- (c) Compare and contrast the media consumption of a range of demographic groups.

#### **OUTCOME 2**

Identify a range of media sectors and explain their function.

##### **Performance Criteria**

- (a) Identify media sectors.
- (b) Explain the function of the different media sectors.

#### **OUTCOME 3**

Investigate a range of media platforms and their products.

##### **Performance Criteria**

- (a) Identify a range of media platforms.
- (b) Explain the function of different media platforms.
- (c) Identify media products within a range of media platforms.
- (d) Identify appropriate target audiences for a range of media products.

## **National Unit Specification: statement of standards (cont)**

**UNIT**      Media: An Introduction to the Media Industry (SCQF level 5)

### **EVIDENCE REQUIREMENTS FOR THIS UNIT**

#### **Outcome 1 — Written and/or Oral evidence**

Evidence will be gathered under open-book conditions at appropriate points during the Unit. This must include a record of:

- ◆ personal media consumption over a period of seven days
- ◆ the media consumption of at least two other people, each from a different demographic group, over a period of seven days

The following information must be included for each person:

- ◆ age
- ◆ gender

The following information must be gathered for each person:

- ◆ date of access
- ◆ time of access
- ◆ length of access
- ◆ media sector, media platform and media product accessed
- ◆ genre of the media product

The assessor must authenticate that the work is that of the individual student.

For PC (c) candidates are required to compare and contrast the key differences between the media platforms and products accessed by demographic groups identified.

#### **Outcome 2 and 3 — Written and/or Oral evidence**

Candidates are required to produce evidence which shows that they are able to identify a minimum of three different media sectors and explain the function of each. Candidates must select their sectors from the following list:

- ◆ Film
- ◆ Television
- ◆ Press
- ◆ Advertising
- ◆ Radio
- ◆ Music
- ◆ Literature

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Media: An Introduction to the Media Industry (SCQF level 5)**

Candidates are required to produce evidence which shows that they are able to:

- ◆ select one media sector and identify a minimum of three media platforms
- ◆ explain the function of each media platform identified
- ◆ select two media platforms and identify three media products from each
- ◆ identify the target audience for each media product

Evidence will be gathered under supervised conditions at appropriate points throughout the Unit.

## National Unit Specification: support notes

### UNIT        Media: An Introduction to the Media Industry (SCQF level 5)

This part of the Unit Specification is offered as guidance. The support notes 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 a mandatory Unit within the National Certificate in Media (SCQF level 6), but can also be taken as a free-standing Unit.

It would be beneficial for candidates to study this Unit along-side F57J 12 *Media: an Introduction to a Sector of the Media Industry* (SCQF level 6).

This Unit is designed primarily as an introduction to media. The Unit explores personal use of media as well as how the media is used by others. Outcomes 2 and 3 should then give candidates a more in-depth appreciation of media sectors, media platforms and media products. No prior knowledge is required for candidates, but an interest or some previous knowledge of the media industry would be beneficial.

It would be beneficial for candidates to look at the media platforms outwith their own personal experience and perhaps used by other demographic groups (as identified in Outcome 1). It would also be beneficial for candidates to study more traditional forms of media usage as well as more modern forms, such as the internet and mobile phones.

As an example, candidate may choose to explore the Television Sector. They could then identify the following media platforms (ways of accessing media products) within that sector:

- ◆ terrestrial television
- ◆ satellite television
- ◆ i-player

They could then identify genre products, such as:

- ◆ soap operas
- ◆ documentaries
- ◆ reality television

Candidates should also be aware of the target audience with sectors, platforms and genres.

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

It is recommended that the Outcome 1 activity of collating information on media consumption be used as a starting point to build, perhaps through discussion or group work, towards a broad awareness of what the main media sectors, platforms and products are and how they are accessed, and to introduce the concept of target audiences and demographic groups. It is recommended that candidates gather information on the media consumption of others via interview. Some lecturer/teacher guidance will be necessary in advising candidates during Outcome 1.

## **National Unit Specification: support notes (cont)**

### **UNIT        Media: An Introduction to the Media Industry (SCQF level 5)**

Candidates should be introduced to a wide range of media sectors, media platforms and media products to enhance their individual learning and to allow them to appreciate the variety of different media available.

In particular, candidates should be encouraged to study/discuss a wide range of media sectors, media platforms and media products. One approach might be for teachers/lecturers to select particular media platforms for class discussion. Candidate could then be given the opportunity to express their own ideas and views on the key features of each.

Candidates should be exposed to appropriate language and terminology.

### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

Candidates will be producing written and/or oral communication evidence as part of the assessment. This offers ideal opportunities to develop aspects of the Core Skill of *Communication*.

As part of Outcome 1 candidates will be researching the media platforms accessed by other people/demographic groups. This provides the opportunity to develop aspects of the Core Skill of *Working with Others*.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Suitable Instruments of Assessment are as follows:

Outcome 1:                Practical project containing a log of media usage, followed by a report comparing and contrasting the information collated.

Outcomes 2 and 3:        Extended response assessment.

Time should be allowed for any necessary re-assessment.

It would be appropriate to assess candidates for Outcome 1 prior to Outcomes 2 and 3. Outcomes 2 and 3 could be assessed together towards the end of the Unit.

## National Unit Specification: support notes (cont)

### UNIT        Media: An Introduction to the Media Industry (SCQF level 5)

#### Opportunities for the use of 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 communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate 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)*.

#### CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs (www.sqa.org.uk)*.

#### History of changes:

Version	Description of change	Date
02	Changes refer to clarification of the evidence requirements for Outcome 2 and 3.	06/01/2011