



National Unit specification: general information

Unit title: Media Project (SCQF level 6)

Unit code: F57P 12

Superclass: KA

Publication date: February 2017

Source: Scottish Qualifications Authority

Version: 02

Unit purpose

In this unit candidates will learn how to prepare for, plan and produce a media production. Candidates will generate and develop media ideas to satisfy a project brief. They will produce a portfolio of all their research materials, a detailed project plan and a risk assessment. They will then produce a finished piece of media content and evaluate their experience throughout the process.

This unit is suitable for candidates who wish to develop their knowledge and understanding of the media production process

Outcomes

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

- 1 Prepare for a media production in response to a given brief.
- 2 Produce a plan for a media production in response to a given brief.
- 3 Produce an item of media content in response to a given brief.
- 4 Review and evaluate the completed media production process.

Credit points and level

2 credits at Higher (12 SCQF credit points at SCQF level 6*).

**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.*

National Unit specification: general information (cont)

Unit title: Media Project (SCQF level 6)

Recommended entry to the unit

While entry is at the discretion of the centre, it would be beneficial for candidates to have attained one of the following, or equivalent:

F57J 12 *Media: An Introduction to a Sector of the Media Industry* (SCQF level 6)
F57L 11 *Media: An Introduction to the Media Industry* (SCQF level 5)
F5D1 12 *Media: Understanding the Creative Process* (SCQF level 6)

Core Skills

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

There are opportunities for Core Skills development; these are highlighted in the Support Notes of this unit Specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

National Unit specification: statement of standards

Unit title: Media Project (SCQF level 6)

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

Prepare for a media production in response to a given brief.

Performance Criteria

- (a) Produce ideas for a media production.
- (b) Research similar media products.
- (c) Research content for a media production.
- (d) Evaluate research materials gathered.

Outcome 2

Produce a plan for a media production in response to a given brief.

Performance Criteria

- (a) Produce a short description of the planned media production.
- (b) Identify the main elements of the production and post production stages.
- (c) Identify realistic deadlines for each element of the plan.
- (d) Carry out a risk assessment for the production.

Outcome 3

Produce an item of media content in response to a given brief.

Performance Criteria

- (a) Implement the plan for the production and post-production stages.
- (b) Use appropriate production techniques to produce an item of media content.
- (c) Use appropriate post-production techniques to finalise the item of media content.
- (d) Comply with relevant legal and voluntary constraints.

National Unit specification: statement of standards

Unit title: Media Project (SCQF level 6)

Outcome 4

Review and evaluate the completed media production processes.

Performance Criteria

- (a) Identify strengths and areas for improvement.
- (b) Identify improvements for future media productions.

Evidence Requirements for this unit

Evidence is required to demonstrate that learners have achieved all Outcomes and Performance Criteria.

The evidence will be gathered in open-book conditions at appropriate points throughout the unit.

Outcomes 1, 2 3(d) and 4 — Written/Oral Evidence

The evidence will be gathered in an individual folio of evidence. The folio should include:

- ◆ a copy of the brief
- ◆ a record of the ideas produced
- ◆ a record of the research materials gathered for similar media products and content
- ◆ an evaluation of the research materials gathered
- ◆ a short description of the planned media production
- ◆ a plan for the media product which includes the main elements of production and post production stages
- ◆ identification of realistic deadlines for each element
- ◆ a completed risk assessment
- ◆ a statement of compliance covering legal and voluntary constraints
- ◆ a completed review and evaluation of the media production process including strengths and areas for improvements for future productions (approximately 400 words)

Outcome 3 (a, b and c) — Practical Activity

By producing an item of media content, candidates will demonstrate that they can:

- ◆ implement the plan for production and post production stages
- ◆ use appropriate production techniques at the time of production
- ◆ use appropriate post production techniques

Evidence will be gathered by a completed observation checklist. The completed item of media content must also be retained.

The Assessment Support Pack for this unit provides sample assessment material. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.



National Unit support notes

Unit title: Media Project (SCQF level 6)

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 80 hours.

Guidance on the content and context for this unit

This is a mandatory unit within the National Certificate Group Award in Media, but can also be taken as a free-standing unit.

In this unit, candidates respond to a brief by researching, planning and creating a piece of media content and evaluate their experience of the process. They will gain an understanding of the disciplines involved in planning a media project and will work to a series of deadlines. Some deadlines will be imposed by the brief, while other milestones will be put in place as part of the planning process.

Compliance with necessary legislation is an important part of this unit. The candidate's portfolio should demonstrate an understanding of the basic principles of risk assessment, copyright and the regulatory framework for the media they are operating in.

Care should be taken in the design of the brief to make the process as realistic as possible. The productions should be challenging to produce, with a number of research sources. While it is not essential that candidates use professional equipment, it is recommended that the techniques they develop with the available technology reflect industry practice.

If this unit is being taken as part of the National Certificate Group Award in Media, it is recommended that it be delivered towards the end of the course to allow it to build on and showcase the learning that has already taken place.

The unit can be integrated with the F5D1 12 *Media: Understanding the Creative Process* Unit and other units in order to combine much of the learning and teaching on the course

National Unit support notes (cont)

Unit title: Media Project (SCQF level 6)

Supplementary Guidance for tutors delivering this unit as part of the Foundation Apprenticeship for Creative and Digital Media

This unit is part of the Foundation Apprenticeship for Creative and Digital Media. The employer group both guiding and informing this development has provided the following information for centres to ensure that learners undertaking the unit as part of the Foundation Apprenticeship gain the best possible experience.

The **Media Project** unit is crucial in providing learners with the opportunity of showcasing their understanding of the creative process by producing a creative and digital item to a given final brief.

This unit can be used in conjunction with the associated units within the Foundation Apprenticeship in Creative and Digital Media, generating evidence for all units through one major project.

To facilitate this, it is expected that this unit should complement the workplace experience. It will be used for the **industry challenge project** and can be contextualised into each subject area.

Employers (working with centres) will be expected to set the Media Project due to the diverse coverage of the Creative and Digital Media sectors (with a realistic budget so that the Foundation Apprentice can demonstrate they can deliver within a set cost constraint).

It is expected that Foundation Apprentices have an exposure to:

- ◆ Marketing - how to market your final media piece. Learners to create a marketing plan. Centres can link this supplementary area with the Work Based Learning units.(Communicating Using Digital Marketing/Sales Channels) and (Use Digital and Social Media in Marketing Campaigns);
- ◆ Creating an on-going blog / diary of development. Employers want to see the creative thought process in the confirmation of the final media piece. Why did the learner do it that way? What ideas made / what ideas didn't make the final cut?;
- ◆ Costings – Creating a cost effective final media piece, with a profit margin to sell;
- ◆ Copyright and Health and Safety features.

Delivery

- ◆ Centres are advised to arrange ongoing regular feedback sessions with the employer about how the final project is going.

Suggested examples for the **finished piece of media - size of the project in the section titled Guidance on Approaches to Assessment for this unit** are examples only and should reflect current industry trends for any length of time requirements.

- ◆ Final Media Project portfolio useful for progression interviews into Modern Apprenticeships / Sub - sector work opportunities or further academic studies.

National Unit support notes (cont)

Unit title: Media Project (SCQF level 6)

Equality and Diversity

Diversity is important in any industry, not just because it is the right thing to do but because it makes **good business sense**; staff that are comfortable and valued at work are more productive. Diversity is especially crucial in the Creative Industries.

A diverse workforce also brings a diverse set of **ideas, knowledge** and **experiences** leading to increased creativity and problem solving skills.

To help support and encourage inclusion within the creative industries, it is expected that Foundation Apprentices will have an awareness of the;

- ◆ Importance and need for diversity within the creative industries and the problems due to lack of diversity.
- ◆ Need for diversity, including representation of women, BMEs, disability etc.

Guidance on learning and teaching approaches for this unit

Delivery of the Media Project should allow the candidates time and facilities to research and plan their productions. Outcomes 1 and 2 may best be achieved by a combination of classroom sessions, group work and sessions with individual candidates as the criteria are approached in succession. Candidates should be encouraged to reflect on their progress at each stage through this process and to note their thoughts and adaptations they make to the approach they take to the project as they progress.

As compliance, copyright and health and safety feature throughout the project, these subjects would benefit from being taught early in this unit.

Care should be taken about how much time is spent making and finalising the media production. This may be achieved by setting deadlines within the project brief for the project and allowing time for the evaluation to be completed at the end.

Opportunities for core skill development

In this unit, candidates will develop skills valued by employers. Candidates may be involved, as part of a group, in researching, planning and creating a piece of media in response to a given brief. They will also evaluate their own contribution to meeting the brief. These are good opportunities for developing aspects of Core Skills:

- ◆ Communication
- ◆ Using Information Technology
- ◆ Problem Solving
- ◆ Working with Others

The opportunity should be taken during this Unit to emphasise the employability skills, and the relevant Core Skills indicated above, are skills that apply to a wide range of situations both in everyday life and employment.

National Unit support notes (cont)

Unit title: Media Project (SCQF level 6)

Guidance on approaches to assessment for this unit

Candidates should produce a portfolio of work, details of which are specified in the Evidence Requirements. It may also be beneficial to consider the following:

- ◆ an outline plan in response to a given brief, which sets out objectives in terms of the end result and a plan for reaching each of those objectives. The plan will also include milestone dates at which the planning process can be examined by the candidate and amended appropriately.
- ◆ a risk assessment for each activity and location involved in the production.
- ◆ research materials generated during the making of the piece of media. These might include:
 - clippings from newspapers and magazines
 - websites
 - recordings of interviews with contributors
 - notes of discussions with experts
 - contact list
 - details of similar media texts
- ◆ a statement of compliance with:
 - regulatory processes in the chosen media
 - copyright restrictions
- ◆ an evaluation of the project. This can be written or oral and can be provided as a 'one-off' assessment at the end of the project. As a guide, a written assessment should be around 400 words. Where evidence is generated orally an assessor checklist and/or recording of the evaluation should be included with the portfolio.

A finished piece of media appropriate to the brief is also required. Suggested examples for the size of the project are:

- ◆ a storyboard for a video game scene
- ◆ a five page comic book story
- ◆ a portfolio of photography
- ◆ a 10 page website
- ◆ a five minute video production
- ◆ a five page magazine
- ◆ a 10 minute radio programme

The finished piece must be supplied in a format appropriate to the media — for example a radio programme could be supplied as a CD or as an audio file. A magazine could be supplied either printed or in a printer-ready file. Consideration should be given to ease of access to the production for verifiers.

National Unit support notes (cont)

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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 to unit

Version	Description of change	Date
02	Additional guidance added to support notes for tutors delivering this unit as part of the Foundation Apprenticeship in Creative and Digital Media	14/02/2017

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