



## **Arrangements for:**

**National Progression Awards in Media**

**G9MA 45 Digital Production Skills at  
SCQF level 5**

**G9ME 45 Television Production at  
SCQF at level 5**

**G9MD 45 Radio Broadcasting at  
SCQF level 5**

**G9MC 46 Journalism at SCQF level 6**

**Validation date: May 2010**

## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

## History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
2	<p><b>Revision of Unit:</b> Digital Media: Audio Acquisition (F1JT 10) has been revised by Digital Media: Audio (HW4W 44) and will finish on 31/07/2020.</p> <p><b>Revision of Unit:</b> Digital Media: Video Acquisition (F1JW 10) has been revised by Digital Media: Moving Images (HW4Y 44) and will finish on 31/07/2020.</p>	December 2017

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# 1 Introduction

The National Progression Awards in Media at SCQF levels 5 and 6 have been designed to meet the needs of students who wish to develop a foundation for progression to further study and to provide skills and knowledge appropriate to the creative media industries.

## 2 Rationale for the development of the Group Awards

The NPAs detailed herein ~~fulfill~~ fulfill two main functions. Embedded within the NC in Media an NPA can provide specific focus for a particular progression route like journalism, radio or television. Alternatively, standing alone, they provide a flexible introduction to study of the media.

In line with the Scottish Government's Skills Strategy the Awards allow candidates to work together in teams and develop new transferrable skills. New technical skills are framed within a creative approach to learning and media production where the importance of problem solving and improving self confidence is recognised.

These four new Awards also reflect the Curriculum for Excellence commitment to the development of skills for learning, skills for life and skills for work. Media production activity, with its requirement for team working, adherence to deadlines, working within available resources and a creative approach to problem solving, is well suited to the development of a successful and determined workforce. The freelance nature of employment opportunities within the media highlights self-reliance and entrepreneurial opportunity.

The NPA in Media: Digital Production Skills (SCQF level 5) offers a general introduction to media production and in its design responds to concerns that digital capture and online distribution may have been underrepresented in the range of awards.

Television Production (SCQF level 5) focuses on single camera production activity and allows candidates to participate in the programme making process from conception to post production.

Radio Broadcasting (SCQF level 5) develops communication skills in a broadcast context and recognises the cross platform nature of a modern media skillset. The range of options allows the award to focus on a programme format in response to centre resources and candidate preference.

The Journalism (SCQF level 6) NPA has at its heart the journalistic activity of research and writing but, in line with the many outlets for modern journalism, has options to develop content in page layout, web development and photography.

Creative media production is an ideal base for the development of a wide range of Core Skills especially in:

- ◆ Communication
- ◆ Information technology
- ◆ Problem solving, and
- ◆ Working with others

These opportunities are further outlined in section 6.3

The NPAs are related to a number of National Occupational Standards. These include Production (Film and TV), Camera, Radio Content Production, Broadcast Journalism and Multimedia and Print Journalism. The individual units of each award were written with the cognizance of the Occupational Standards.

In response to input from the Sector Skills Council, Skillset, it is accepted that these are introductory units to a number of industry sectors with high entry level qualifications. They are an opportunity to develop broad authorship skills and should be seen as preparation for further study at a higher level. They represent a chance to develop a positive and enterprising attitude rather than the route to achieving a full and specific vocational skillset.

Whilst entry to these awards is at the discretion of the centre at SCQF levels 5 and 6 candidates would benefit from having studied communication or media at lower levels before embarking upon the award. Other routes could include personal experience or having previously participated in the production process.

The awards are designed to be flexible so that they can be offered to school pupils and college students. In line with developments in the Curriculum for Excellence there may be opportunities for school/college partnership across the 3 to 18 curriculum.

□ The NPAs fit into a range of qualifications at NC and HN level. They are listed in the table in the appendix. They follow the Group Award design principals in being made up of the appropriate level units and they are commensurate with the Scottish Credit and Qualification Framework.

SQA currently offers an NC in Media at SCQF level 6, HN Group Awards in Creative Industries: Radio and Television and Practical Journalism at levels 7 and 8.

## **3 Aims of the Group Awards**

### **3.1 Principal aims of the Group Awards**

#### **NPA Digital Production Skills (SCQF level 5)**

- ◆ To develop specific competences in planning, digital capture, manipulation and online distribution
- ◆ To provide a progression route to further study in creative digital media production
- ◆ To develop candidates' production skills in the creative media industries
- ◆ To develop candidates' knowledge of the creative process through practical activity
- ◆ To develop candidates' creativity, employability and transferrable skills through engagement with creative production activity

#### **NPA Television Production (SCQF level 5)**

- ◆ To develop specific competencies in camera operations and associated technical skills
- ◆ To develop specific competencies in video editing
- ◆ To develop specific competences in directing single camera productions
- ◆ To provide a progression route to further study in television production
- ◆ To familiarise candidates with the job roles and functions within media industries
- ◆ To develop candidates' knowledge of the creative process through practical activity
- ◆ To develop candidates' creativity, employability and transferable skills through engagement with creative production activity

### **NPA Radio Broadcasting (SCQF level 5)**

- ◆ To provide an introduction to the activities involved in radio broadcasting
- ◆ To develop specific competencies in presentation for broadcast media
- ◆ To develop specific competencies in interviewing for radio
- ◆ To allow the development of skills in a range of broadcast related disciplines including radio journalism, technical operations, feature production and scriptwriting
- ◆ To provide a progression route to further study of radio
- ◆ To familiarise candidates with the job roles and functions within media industries
- ◆ To develop candidates' knowledge of the creative process through practical activity
- ◆ To develop candidates' creativity, employability and transferrable skills through engagement with creative production activity

### **NPA Journalism (SCQF level 6)**

- ◆ To provide an introduction to the activities involved in journalism
- ◆ To develop specific competencies in research and interview skills
- ◆ To develop specific competencies in writing feature content
- ◆ To allow the development of skills in a range of journalistic related disciplines including newswriting, page layout and design, website development and photography
- ◆ To provide a progression route to further study journalism
- ◆ To develop written communication skills
- ◆ To familiarise candidates with the job roles and functions within media industries
- ◆ To develop candidates' knowledge of the creative process through practical activity
- ◆ To develop candidates' creativity, employability and transferrable skills through engagement with creative production activity

## **3.2 Other aims of the Group Awards**

- ◆ To provide the opportunity for progressive development of competencies and personal learning through the use of the SCQF and the development and promotion of creative and reflective practice approaches to learning.
- ◆ To provide a range of awards that supports the development of transferable generic employability and essential skills (including Core Skills) through creativity, analysis and practical production activities.
- ◆ To provide a range of awards with sufficient flexibility to allow for a number of different modes of delivery and which can be tailored to suit an identified range of progression pathways.

## **4 Recommended Access to Group Awards**

One of the primary target markets for the qualifications is candidates at colleges using the NPAs within full or part-time programmes. The majority of these students enrolled onto non-advanced Media programmes in Scotland fall into the 16–19 year old category, with adult returners also contributing to the cohort.

Many schools already offer vocational courses to pupils in S5 and/or 6. These are often delivered in partnership with a college, private training provider or employer.

While there are often no entry requirements to gain access to these National Progression Awards, candidates would benefit from previous experience of communication and media subjects, Standard Grade English or Media Studies. It would be expected that candidates would have an interest and/or some experience of the media. Relevant work experience would also be acceptable.

Access to the awards will be at the discretion of the centre, however, the following provides guidance on what is considered to be knowledge and/or experience considered appropriate for entry:

It would be beneficial if candidates had the following Core Skills:

- ◆ Communication skills at SCQF level 4 or equivalent (5 for journalism)
- ◆ Numeracy skills at SCQF level 3 or equivalent
- ◆ Information Technology skills at SCQF level 4 or equivalent
- ◆ Problem Solving skills at SCQF level 4 or equivalent
- ◆ Working with Others skills at SCQF level 4 or equivalent

Mature candidates without formal qualifications but with appropriate industrial experience may also be considered.

## **5 Group Awards structure**

Each Award is made up of four units drawn from a range of Mandatory and Optional units. The total number of SCQF credit points for each award is 24. There are three Awards at SCQF level 5 and one at SCQF level 6. Each award is a new development and no mapping from previous qualifications is required.

In each of the awards the units have been chosen to provide a coherent learning experience with opportunities for integration and holistic assessment practice. Units are clustered around realistic production activities. These are detailed in section 6.1.

Working in the creative industries often demands a highly sophisticated range of transferable Core Skills. These are signposted in the range of Units and a summary is provided below.

For each of the NPAs a recommended Core Skill entry and exit profile is also summarised in section 6.3.



## 5.1 Structure of the NPAs

The following tables outline the four proposed National Progression Awards and the number and level of all the component Units. Each Award table includes the following information for the individual units; SCQF credit points, SCQF level and SQA credit value.

<b>Digital Production Skills (SCQF level 5)</b> <i>(3 mandatory Units and 1 optional Unit from a selection of 2)</i>				
<b>Mandatory Units</b>		SCQF Credit Value	SQA level	SQA Credit Value
F57L 11	Media: An Introduction to the Media Industry	6	5	1
F57Y 11	Media: Basic Website Development	6	5	1
F583 11	Media: Scriptwriting	6	5	1
<b>Optional Units (select 1)</b>				
HW4Y 44	*Digital Media: Moving Images	6	4	1
HW4W 44	*Digital Media: Audio	6	4	1

\*please refer to History of Change for unit revisions

<b>Television Production (SCQF level 5)</b> <i>(3 mandatory Units and 1 optional Unit from a selection of 2)</i>				
<b>Mandatory Units</b>		SCQF Credit Value	SQA level	SQA Credit Value
F586 12	Media: Directing a Single Camera Production	6	6	1
F585 11	Media: Basic Video Camera Operations	6	5	1
F57V 11	Media: Basic Video Editing	6	5	1
<b>Optional Units (select 1)</b>				
F57W 12	Media: Lighting for Single Camera	6	6	1
F58E 11	Media: Sound Recording for Single Camera	6	5	1

## Radio Broadcasting (SCQF level 5)

(3 mandatory Units and 1 optional Unit from a selection of 3)

Mandatory Units		SCQF Credit Value	SQA level	SQA Credit Value
F58B 12	Media: Radio Interviewing	6	5	1
F58A 11	Media: Presenting for Radio and TV	6	5	1
F582 11	Media: Radio Journalism	6	5	1
Optional Units (select 1)				
F58D 11	Media: Radio Music Programme Production	6	5	1
F587 11	Media: Making a Radio Programme	6	5	1
F583 11	Media: Scriptwriting	6	5	1

## Journalism (SCQF level 6)

(2 mandatory Units and 2 optional Units from a selection of 4)

Mandatory Units		SCQF Credit Value	SQA level	SQA Credit Value
F57S 12	Media: Research and Interview Skills for Journalism	6	6	1
F57M 12	Media: Feature Writing	6	6	1
Optional Units (select 2)				
F57R 11	Media: News Writing for Print	6	5	1
F57N 12	Media: Page Layout and Design for Print	6	6	1
F57Y 11	Media: Basic Website Development	6	5	1
F580 11	Media: Photography	6	5	1

## Relationship to National Certificate in Media

The National Progression Awards in Media draw upon the Unit content of the National Certificate in Media. The NC Media comprises:

- ◆ A five Unit 6 credit mandatory section comprising of:
  - Media: An Introduction to the Media Industry, F57L 11
  - Media: An Introduction to a sector of the Media Industry, F57J 12
  - Media: Understanding the Creative Process, F5D1 12
  - Media Project (double credit), F57P 12
  - Core Skill: Working with Others, F3GE 12
- ◆ A 6 credit selection of optional Units from a list of 54 published in the Arrangements and Framework documents G975 46 of which a minimum of 2 at SCQF level 6.

To achieve the NC award, the candidate must achieve a total of 12 credits; a minimum of 7 credits must be at SCQF level 6. The number and level of these Units is dependent upon the level of the Units chosen for each NPA. The Digital Production Skills NPA has only 3 credits from the NC award, all at level 5, so candidates would have to complete another 7 credits at level 6 and 2 at level 5. The Journalism NPA, with 4 credits from the NC award and a minimum of 2 at level 6 would require an additional 5 at level 6 and 3 at level 5.

There are 54 optional units. 37 of these units are in the areas of media and communication. The remaining 13 units are languages.

As the NPAs contain only 4 Units, candidates would have to complete 8 or more Units to achieve the whole National Certificate. The following table describes the number and level of additional Units required:

<b>National Progression Award</b>	<b>Number of Mandatory NC Credits required</b>	<b>Number of Optional NC Credits required</b>
Digital Production Skills	5	4 (at least 2 at Level 6)
Television Production	6	2 (either 1 or no level 6 credits required dependent upon option choice)
Radio Broadcasting	6	2 (both at level 6)
Journalism	6	2 (no level 6 credits required)

## 5.2 Core Skills

Candidates have the opportunity to develop each of the five Core Skills across the range of units included the NPAs. The creative media industries demand sophisticated Core Skills especially in relation to:

- ◆ Communication
- ◆ Working with Others
- ◆ Problem Solving, and
- ◆ Information Technology

The Core Skill of Numeracy is also developed in a range of production and post production applications where levels and durations must be measured.

These opportunities are expanded in section 6.3.

## 5.3 Conditions of Award

For each of the National Progression Awards, candidates will be awarded an NPA on successful achievement of all four Units (24 SCQF credit points), which will include successful achievement of all of the Units in the mandatory section.

## 6 Approaches to delivery and assessment

It is envisaged that candidates will undergo a holistic learning and assessment experience where the component Units of each NPA are integrated into production activity in the chosen field.

*Skills for Scotland: A Lifelong Learning Strategy* describes a range of skills, knowledge and expertise required for success. The Scottish Government has also developed an enterprise strategy, *Determine to Succeed*. The collaborative and creative nature of the production process is such that the candidates can develop the same ‘can do’ attributes as define the concept of Enterprise:

- ◆ Having persistence — that means sticking at things and not giving up easily
- ◆ Being flexible — willing to do things in a different way and not being set in a routine
- ◆ Being creative and innovative — able to come up with new and unusual ideas
- ◆ Having drive and determination — knowing what you want and having the will to work hard and go for it
- ◆ Awareness of opportunities — being able to spot opportunities and make the most of them
- ◆ Enthusiasm
- ◆ Competitiveness — wanting to do better than and beat your rivals
- ◆ Showing initiative — doing things off your own back without having to be told
- ◆ Positive thinking — being able to see the positive side of any situation

These are the confident approaches that lead to successful creative production activity and the kind of transferrable skills required for wider success. Also, working within deadlines and budgets in small scale media productions engender a better understanding of similar demands in the wider world. The freelance nature of many media occupations can also lead to a greater understanding of entrepreneurial activity.

The design principles of the Curriculum for Excellence in Building the Curriculum 4 describe skills for learning, skills for life and skills for work. These skills are developed across the Media NPAs which develop the four capacities of; Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

Building the Curriculum 4 ‘identifies the skills for learning, life and work for Curriculum for Excellence and shows how they are embedded in the Experiences and Outcomes. The skills include **literacy, numeracy** and associated **thinking skills; skills for health and wellbeing**, including **personal learning planning, career management skills, working with others, leadership** and **physical co-ordination and movement skills**; and **skills for enterprise and employability**. These skills will be relevant to all children and young people and the responsibility of all practitioners.’

Some of the skills listed above can be related to the softer skills identified in Skillset’s Strategic Skills Assessment for the Creative Media Industries in Scotland and some of the more generic units, **manage and market yourself as a freelancer** and **developing good working relationships** which feature across a range of National Occupational Standards.

The table below maps the above skills across the NPA Units where appropriate. There are opportunities to develop the skills in project based activity as well as within the individual Units.

Skills for learning, life and work	NPA Unit
Literacy	Media: News Writing for Print Media: Page Layout and Design for Print Media: An Introduction to the Media Industry Media: Basic Website Development Media: Feature Writing Media: Photography Media: Radio Interviewing Media: Radio Journalism Media: Radio Music Programme Production Media: Research and Interview Skills for Journalism Media: Scriptwriting
Numeracy	Digital Media: Audio Acquisition Digital Media: Video Acquisition Media: Page Layout and Design for Print Media: Basic Video Camera Operations Media: Basic Video Editing Media: Lighting for Single Camera Media: Making a Radio Programme Media: Photography Media: Presenting for Radio and TV Media: Radio Journalism Media: Radio Music Programme Production
Thinking Skills	Digital Media: Audio Acquisition Digital Media: Video Acquisition Media: News Writing for Print Media: Page Layout and Design for Print Media: An Introduction to the Media Industry

	<p>Media: Basic Video Camera Operations</p> <p>Media: Basic Video Editing</p> <p>Media: Basic Website Development</p> <p>Media: Directing a Single Camera Production</p> <p>Media: Feature Writing</p> <p>Media: Lighting for Single Camera</p> <p>Media: Making a Radio Programme</p> <p>Media: Photography</p> <p>Media: Presenting for Radio and TV</p> <p>Media: Radio Interviewing</p> <p>Media: Radio Journalism</p> <p>Media: Radio Music Programme Production</p> <p>Media: Research and Interview Skills for Journalism</p> <p>Media: Scriptwriting</p> <p>Media: Sound Recording for Single Camera</p>
Skills for health and wellbeing	No specific Unit content
Personal learning planning	Media: An Introduction to the Media Industry
Career management skills	Media: An Introduction to the Media Industry
Working with others	<p>Media: Directing a Single Camera Production</p> <p>Media: Lighting for Single Camera</p> <p>Media: Presenting for Radio and TV</p> <p>Media: Radio Interviewing</p> <p>Media: Radio Journalism</p> <p>Media: Research and Interview Skills for Journalism</p> <p>Media: Sound Recording for Single Camera</p>
Leadership	Media: Directing a Single Camera Production
Physical co-ordination and movement skills	Media: Video Camera Operations Media: Presenting for Radio and TV
Skills for enterprise and employability	No specific Unit content but vocational relevance across awards

## 6.1 Content and context

In each of the awards the Units have been chosen to provide a coherent learning experience with opportunities for integration and holistic assessment practice. Units are clustered around realistic production activities and centres are encouraged to look for opportunities to reduce the assessment load by integrating assessment tasks.

In **Digital Production Skills** candidates could undertake a production project involving moving images or audio production to be published on the web. Each component Unit would contribute to that programme

Unit	Contribution to Digital Production
Media: An Introduction to the Media Industry	To introduce candidates to the media industry. This should help build knowledge and understanding of <u>the</u> media industry and different target audiences.
Media: Scriptwriting	Candidates will be introduced to the characteristics and conventions of scriptwriting to allow them to develop their authorship skills across a range of audio and visual media.
Digital Media: Video Acquisition (option 1)	To undertake the acquisition of a short digital video sequence in response to a brief and resultant script
Digital Media: Audio Acquisition (option 2)	To undertake the acquisition of a short digital audio sequence in response to a brief and resultant script
Media: Basic Website Development	This is a practical Unit in which candidates will have the opportunity to design and produce a document suitable for use on the World Wide Web which would include the audio or video element described above.

In **Television Production** candidates could undertake a single camera production project in small groups; each candidate supporting their colleagues and rotating through the production roles. The choice of the option, sound or lighting, will depend upon the nature of the production project, the resources of the centre and the interests of the candidates.

<b>Unit</b>	<b>Contribution to the production</b>
Media: Directing a Single Camera Production	The purpose of this Unit is to introduce candidates to the knowledge and skills necessary to direct a single camera video production.
Media: Basic Video Camera Operations	This is a practical Unit in which candidates will be introduced to video camera operating techniques and given the chance to shoot their own video material.
Media: Sound Recording for Single Camera (option 1)	This is a practical Unit in which candidates will have the opportunity to select appropriate microphones for a production, set-up audio equipment and record audio.
Media: Lighting for Single Camera (option 2)	This is a practical Unit in which candidates will plan and set up lighting for a given production.
Media: Basic Video Editing	This is largely a practical Unit in which candidates will use appropriate software and hardware to carry out basic editing of video and audio source material with the opportunity to use processes and techniques to produce a formatted sequence which meets the requirement of a given brief.



The **Radio Broadcasting** NPA with its three optional units offers a range of project opportunities. The nature of the candidates' broadcast could focus on a music programme, a feature or even include drama elements dependent upon the choice of option.

In the approach which best replicates the broadcast output of a commercial radio station candidates could work together to create a schedule of programmes which includes both music and news content. In options 2 and 3, a magazine programme could include feature or possibly drama content.

<b>Unit</b>	<b>Contribution to the broadcast</b>
Media: Radio Interviewing	In this Unit candidates can record voice content for inclusion in news and/or other programmes
Media: Presenting for Radio and TV	This is a practical Unit in which candidates will be given the opportunity to produce and present a radio programme. They will also have the opportunity to present a number of recordings for television.
Media: Radio Journalism	This is a practical Unit in which candidates will have the opportunity to plan, script and record a bulletin
Media: Radio Music Programme Production (option 1)	This is a practical Unit in which candidates will produce and present their own radio music programme.
Media: Making a Radio Programme (option 2)	The emphasis of this Unit is on the technical aspects of the production process rather than programme content candidates will use professional equipment to record, edit and mix sound.
Media: Scriptwriting (option 3)	Candidates will be introduced to the characteristics and conventions of scriptwriting to allow them to develop their authorship skills across a range of audio and visual media.

The **Journalism** NPA is designed to focus on the key journalistic skills of research and writing with appropriate recognition of the value of sourcing original content in an interview context. In line with multi-platform delivery and the repurposing of content for different media there is a choice of print or web delivery.

The journalistic project candidates undertake could be a magazine (option 2) with original photographic content (option 4); alternatively it could be a niche website (option 3) providing news (option 1) for a specific sports audience. It has to be noted that writing units specify a print publication and there would have to be some re-writing to adapt to web conventions.

<b>Unit</b>	<b>Contribution to the journalistic project</b>
Media: Research and Interview Skills for Journalism	This is a practical Unit in which candidates will have the opportunity to carry out secondary research and primary research in the form of an interview.
Media: Feature Writing	In this Unit, candidates will investigate the key components of feature articles and use this knowledge to research and produce a basic feature article.
Media: News Writing for Print (option 1)	This Unit will enable the candidate to understand the way in which news is gathered and presented. Candidates will have the opportunity to produce their own basic news story for print.
Media: Page Layout and Design for Print (option 2)	This is a practical Unit in which candidates will have the opportunity to plan and produce a document suitable for commercial print media.
Media: Basic Website Development (option 3)	This is a practical Unit in which candidates will have the opportunity to design and produce a document suitable for use on the World Wide Web which would include the text or photographic elements described above and below.
Media: Photography (option 4)	This Unit is designed to introduce candidates to the variety of ways that photography can be used in the media. Candidates photograph a range of subjects for media purposes.

## 6.2 Delivery and assessment

An integrated delivery and assessment model is recommended. This has two advantages. Firstly, the assessment load is reduced allowing more time for learning activity. And secondly, the component units of each NPA have been chosen to complement each other in relation to integrated production activities.

The development of Core Skills should be fore-fronted so that candidates appreciate the work they are doing in relation to the development of transferable skills.

Each NPA is comprised of four SQA credits and the timetabling is open to a number of approaches. Representing 160 hours of learning it can be scheduled across a year in place of an NQ course in a school or school/college partnership.

Alternatively, it can be an integral part of an NC in Media which helps define candidates' progression opportunities to specific HN provision, for example the Journalism NPA leads naturally to the HN Practical Journalism award and the Television Production helps candidates progress to HN Creative Industries: Television.

These programmes can be scheduled in a variety of ways to suit the needs of different groups of candidates. There are too many options and too much flexibility to exemplify all opportunities but the following approach to the integration of the Journalism NPA is offered as guidance.

## **NPA Journalism (Example)**

Mandatory Units: Research and Interview Skills Journalism and Feature Writing

Optional Units: Photography and Basic Website Development

### **Course Outline**

Candidates will study a range of media artefacts before undertaking a research and production project. Delivery will be integrated across a range of media and journalistic outputs. Assessments will take place at appropriate points throughout delivery.

### **Summary of assessment**

Task	Description
1	<b>Introduction to the Internet</b> Describe the basic content of a website and evaluate a range of websites
2	<b>Introduction to Research Activity</b> Describe the key elements for journalism research
3	<b>Introduction to Print Journalism</b> Explain technical and compositional features of a range of photos and investigate the key components of feature articles
4	<b>Research and Writing for Print: brief TBA</b> Carry out journalism research on given topics using secondary sources and plan and conduct a research interview on a given topic Research and plan a basic feature article for print and produce a basic feature article for print
5	<b>Produce a Journalistic Blog incorporating text and photography: brief TBA</b> Justify selection of photo equip't for a range of media purposes and photograph a range of subjects. Design a basic website to a given brief. Repurpose print article and produce a basic website to a given brief.

Briefs could be agreed with class dependent upon interest of learners but the following suggestions would allow focus on relevant media issues.

#### **Possible Brief for Assessment Task 4**

Research and write a feature article on one or more aspects of the Scottish Media

Purpose:	To inform
Publication and related audience:	Scotland on Sunday
Scope:	To include secondary research and also interview content

#### Possible Brief for Assessment Task 4

Contribute to class Journalistic Blog on Scottish and global media issues

Purpose:	To educate and entertain
Audience:	Scottish, 12–18, male and female
Scope:	To include original copy and a range of photographic images. Work with others to co-ordinate and manage content.

#### NPA content by Unit and Outcome

Unit	Outcome	Assessment task
Research and Interview Skills	Describe the key elements for journalism research	2
	Carry out journalism research on given topics using secondary sources.	4
	Plan and conduct a research interview on a given topic.	4
Feature Writing	Investigate the key components of feature articles.	3
	Research and plan a basic feature article for print.	4
	Produce a basic feature article for print.	4
Photography	Explain technical and compositional features of a range of photos	3
	Justify selection of photo equipment for a range of media purposes.	5
	Photograph a range of subjects for media purposes to a given brief.	5
Basic Website Development	Describe the basic content elements of a website.	1
	Evaluate a range of websites.	1
	Design a basic website to a given brief.	5
	Produce a basic website to a given brief.	5

#### Internal and external verification

All instruments of assessment used within this/these Group Award(s) 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 and Quality Assurance for Colleges of Further Education* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## Open and E-learning/e-assessment

Although the primary focus of these awards is in a number of practical areas, centres are encouraged to make use of electronic resources where possible. A number of Units lend themselves well to delivery by electronic means.

Individual Unit Specifications give guidelines as to where it might be possible to use e-assessment.

## 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](http://www.sqa.org.uk)).

## 6.3 Core Skills

Entry and exit levels of Core Skills for the NPAs will be set by individual centres. Each Unit of the award provides opportunities for candidates to develop aspects of Core Skills at an appropriate level. Individual Unit Specifications provide further guidance as outlined below.

Core Skill	Components	Progression opportunity identified in NPA Unit
Communication	<ul style="list-style-type: none"> <li>◆ Oral Communication</li> <li>◆ Written Communication</li> </ul>	Directing a Single Camera Production Lighting for Single Camera Sound Recording for Single Camera Radio Interviewing Presenting for Radio and TV Radio Journalism Radio Music Programme Production Radio Feature Production Scriptwriting Research and Interview Skills for Journalists Feature Writing Newswriting Page Layout and Design for Print Basic Website Development Photography Introduction to the Media Industry Digital Media: Video Acquisition Digital Media: Audio Acquisition
Working with Others	<ul style="list-style-type: none"> <li>◆ Working co-operatively with others</li> <li>◆ Reviewing co-operative contribution</li> </ul>	Directing a Single Camera Production Lighting for single camera Radio Interviewing Presenting for Radio and TV Radio Journalism Radio Feature Production Research and Interview Skills for Journalists Feature Writing Page Layout and Design for Print Basic Website Development

		Photography Introduction to the Media Industry
Problem Solving	<ul style="list-style-type: none"> <li>◆ Critical thinking</li> <li>◆ Planning and organisation</li> <li>◆ Review and evaluating</li> </ul>	Directing a Single Camera Production Lighting for Single Camera Basic Video Camera Operations Sound Recording for Single Camera Basic Website Development Page Layout and Design for Print Digital Media: Video Acquisition Digital Media: Audio Acquisition
Numeracy	<ul style="list-style-type: none"> <li>◆ Using graphical information</li> <li>◆ Using number</li> </ul>	
Information Technology	<ul style="list-style-type: none"> <li>◆ Access information</li> <li>◆ Providing creating information</li> </ul>	Basic Video Editing Scriptwriting Feature Writing Newswriting Page Layout and Design for Print Basic Website Development Photography

Although there is no formal signposting within the guidance section of the Unit Specifications there are opportunities to develop the Core Skill of Numeracy. These include using graphical information in the form of meter displays in sound recording and studio situations and using numbers in relation to broadcast and edit timings.

As Core Skills are not certificated within the units the following table is offered as a guide.

Core Skill	Digital Production Skills		Television Production		Radio Broadcasting		Journalism	
	entry	exit	Entry	Exit	entry	exit	entry	exit
Communication	4	5	4	5	4	5	5	6
Working with Others	4	5	4	5	4	5	4	5
Problem Solving	4	5	4	5	4	5	4	5
Numeracy	3	4	3	4	3	4	3	4
Information Technology	4	5	4	5	4	5	4	5

## 6.4 Open learning

Each of the Group Awards demands some kind of production resource but there is the possibility of applying a distance learning approach to parts of each programme. The Journalism NPA would be more appropriate to distance learning than the Television Production Award as aspects of the project work are conducted individually unlike most of the TV production activity which requires small groups or crews.

It remains the responsibility of the centre to authenticate the work of each candidate.

## 7 General information for candidates

There are four National Progression Awards in Media. Three at level 5 include an introduction to Digital Production Skills, Radio Broadcasting and Television Production. There is one level 6 NPA in Journalism.

### Digital Production Skills

The National Progression Award in Digital Production Skills at SCQF level 5 is an introduction to the modern production activity that underpins digital output across a range of media. It is made up of four Units. You will study the three units below:

- 1 An Introduction to the Media Industry
- 2 Basic Website Development
- 3 Media Scriptwriting

And one of either:

- A Digital Media: Video Acquisition
- B Digital Media: Audio Acquisition

You will develop knowledge of how different parts of the media operate and address the needs of their audience. You will develop skills in scriptwriting and recording either sound or vision. You will also learn how to bring the different parts of a website together to share the work that you write and record.

Throughout the project work that you will undertake you will develop the following skills which will be of use in many areas of work as well as the media:

- ◆ Communication
- ◆ Working with others
- ◆ Problem Solving, and
- ◆ Information Technology

There are no formal entry qualifications for this award but it would be useful if you had previously studied English, Communication or Media Studies at SCQF level 4.

Successful completion of the NPA could lead to further study at NC or HN level in a range of media related disciplines like Journalism, Radio or Television. There may also be opportunities to progress to courses in multi-media or ICT.



## **Television Production**

The National Progression Award in Television Production at SCQF level 5 is an introduction to television production. It is made up of four Units. You will study the three units below:

- 1 Directing a Single Camera Production
- 2 Basic Video Camera Operations
- 3 Basic Video Editing

And one of either:

- A Lighting for Single Camera
- B Sound Recording for Single Camera

These are mostly practical Units and for most of the time you will be working in small groups comprising a director, a camera operator and either a lighting technician or sound recordist. Once you have worked with your fellow group members to record or shoot the material you will then edit it into a finished sequence.

You will develop knowledge of how television production works and the responsibilities of those involved in the process. You will develop the following skills which will be of use in many areas of work as well as the media:

- ◆ Communication
- ◆ Working with others
- ◆ Problem Solving, and
- ◆ Information Technology

There are no formal entry qualifications for this award but it would be useful if you had previously studied English, Communication or Media Studies at SCQF level 4 and/or had some experience of television production.

Successful completion of the NPA could lead to further study at NC or HN level in a range of media related disciplines as well as TV.

## **Radio Broadcasting**

The National Progression Award in Radio Broadcasting at SCQF level 5 is an introduction to television production. It is made up of four Units. You will study the three units below:

- 1 Radio Interviewing
- 2 Presenting for Radio and Television
- 3 Media: Radio Journalism

And one of either:

- A Radio Music Programme Production
- B Making a Radio Programme
- C Scriptwriting

These are mostly practical Units and for most of the time you will be working towards live or as live radio broadcasts. This will involve developing your oral communication skills, as well as planning and writing skills.

You will develop knowledge of how radio broadcasting works and the responsibilities of those involved in the process. You will develop the following skills which will be of use in many areas of work as well as the media:

- ◆ Communication
- ◆ Working with others
- ◆ Problem Solving, and
- ◆ Information Technology

There are no formal entry qualifications for this award but it would be useful if you had previously studied English, Communication or Media Studies at SCQF level 4 and/or had some experience of radio broadcasting.

Successful completion of the NPA could lead to further study at NC or HN level in a range of media related disciplines as well as radio.

### **Journalism**

The National Progression Award in Journalism at SCQF level 6 is an introduction to journalism. It is made up of four Units. You will study the two units below:

- 1 Research and Interview Skills for Journalism
- 2 Feature Writing

And two of the following options:

- A Newswriting for Print
- B Page Layout and Design for Print
- C Basic Website Development
- D Photography

These are mostly practical Units and for majority of your time you will be engaged in research and writing activities. The stories you source and produce can be delivered either in print, utilising page layout skills, or on the web using skills in website development.

You will develop knowledge of how journalism works in the creative media industries and the responsibilities of those involved in the process. You will develop the following skills which will be of use in many areas of work as well as the media:

- ◆ Communication
- ◆ Working with others
- ◆ Problem Solving, and
- ◆ Information Technology

There are no formal entry qualifications for this award but it would be useful if you had previously studied English, Communication or Media Studies at SCQF level 5 and/or had some experience of journalism.

Successful completion of the NPA could lead to further study at NC or HN level in a range of media related disciplines as well as journalism.

## 8 Glossary of terms

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

**SCQF levels:** The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2-6 and will normally be made up of National Units which are available from SCQF levels 2–7.

**Dedicated Unit to cover Core Skills:** This is a non-subject Unit that is written to cover one or more particular Core Skills.

**Embedded Core Skills:** This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate and/or National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**Consortium-devised National Certificates/National Progression Awards** are those developments or revisions undertaken by a group of centres in partnership with SQA.

## 9 Appendix: Media Related Courses Progression Map

SCQF Levels	NQ Media Studies	NPAs in Media	NC in Media	HN			Degree	SCQF Levels
10							BA (Hons) Media Production/ Media/ Journalism/ Communication	10
9								9
8				HND Creative Industries: TV		HND Practical Journalism		8
7	AH			HNC Creative Industries: TV	HNC Creative Industries: Radio	HNC Practical Journalism		7
6	H	Journalism (6)	National Certificate Media (6)					6
5	Int 2	Intro, radio and TV (5)						5
4	Int 1							4
3	Access							3