



## **Group Award Specification for:**

**Higher National Certificate (HNC) Media and  
Communication — GR4C 15**

**Higher National Diploma (HND) Media and  
Communication — GR4D 16**

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# 1 Introduction

This document was previously known as the Arrangements document. The purpose of this document is to:

- ◆ assist centres to implement, deliver and manage the qualification
- ◆ provide a guide for new staff involved in offering the qualification
- ◆ inform course managers, teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification
- ◆ provide details of the range of learners the qualification is suitable for and progression opportunities

## 1.1 The title of the qualifications

The HNC/HND Media and Communication awards aim to develop core competences of wide applicability. The awards are designed to encourage personal development and creativity as they enhance employability.

The original stem 'Creative Industries' previously connected these qualifications with a range of more specialised Media related HN awards. Although there remain strong links between these qualifications and the sub-sectors they represent, the proposed new titles — HNC/HND Media and Communication — reflect changes in employment contexts since the last validation event and the range of destinations of graduates. They indicate the sum of the competences of the qualifications, the intersection of the distinct but connected subject areas and encapsulate the multidisciplinary experiences learners will have.

There is no hierarchy between the two elements of the titles and the expectation is that delivery will exploit their overlaps and commonalities. While the term Media is understood to cover a wide range of disciplines and sectors with distinct features and skillsets, the qualifications are designed to develop flexible, interdisciplinary approaches that reflect contemporary working and creative practices.

Communication encompasses content that is created, its resulting interpretations, and the means by which meaning is delivered and received. Degree titles vary between Communication and Communications with the former implying a stronger focus on the content and process than the technology. With this in mind, the new award titles reflect this learning without diminishing the technological elements of the qualifications.

## 1.2 The place of the qualifications within the SQA Framework

The HNC Media and Communication award sits at SCQF level 7 and the HND Media and Communication award sits at SCQF level 8 within the SQA Framework. The qualifications are part of a suite of SQA media group awards and there is some overlap in content with others awards at this level such as radio, television, advertising, public relations and marketing and practical journalism. The awards are unique in their multidisciplinary approach.

### **1.3 The range of learners for which the qualifications are suitable**

The multidisciplinary study of media and communication with vocational options meets the needs of learners who wish to develop the flexible broad skills appropriate to the creative economy and the needs of those who have not yet decided on a specialist destination. The qualifications are of value both to learners who wish to progress to higher education and those who are aiming for employment and/or self-employment.

Learners may be school leavers, returners to education or individuals in employment who wish to enhance their career prospects. They are likely to be qualified to SCQF level 6 and have two qualifications such as a Higher, National Progression Award (NPA), Foundation Apprenticeship or college National Qualification programme. Prior achievement of a qualification in English or Communication at this level will be beneficial. However, due to the broad-based nature of the HNC/HND Media and Communication qualifications, learners will come from varied educational backgrounds and no formal experience of media is required. It is anticipated that as increasing numbers of applicants have NPAs in, for example, Creative and Digital Media, Film and Media, and Journalism, the competences demonstrated on progressing to the HNC will become even more representative of the range of disciplines comprising the media. Some applicants with relevant practical experience or portfolios may be considered where they do not meet the usual entry requirements. Accordingly, the qualifications are designed to provide a solid base in generic subjects such as media law, communication and social media while allowing centres to use options to tailor delivery to meet local needs, the interests of each cohort and national priorities.

As previously stated, these qualifications are part of a suite of SQA media group awards and there is some overlap with other awards. There are, however, significant differences in the mandatory sections and it is not possible to progress from the other media qualifications to the HND Media and Communication. Some learners with an HNC who have previously specialised in a related subject or decided on a new direction of study may opt to undertake a second HNC, ie the HNC in Media and Communication, in order to achieve a more broad-based HND.

### **1.4 Employment opportunities in Scotland — February 2020**

Screen Scotland (formerly Creative Skillset) carries out original research to identify the profile of the creative industries workforce, the industry's current and projected skills needs, and current education and training provision.

The comprehensive research report High-end Television UK Workforce in 2018 describes a surge in demand that has led to a skills shortage and lack of crew availability: 'There is a vast and growing range of jobs in the creative industries and Scotland needs more skilled people to fill them, at all levels, in order to meet the challenge of increasing volumes of screen production activity, as well as roles outside the production sector, in exhibition, distribution, education, and other fields'.

Destination information for college leavers indicates that successful HNC/HND learners have gone on to work for specialised media companies and organisations or in creative roles within the wider creative economy and other sectors. Some gain permanent employment while others work more flexibly as freelancers, with contacts made during work placements often proving fruitful. They also take up opportunities in specialised and generic communication, research and writing roles. Some become entrepreneurs and start small media production enterprises, sometimes managing these alongside degree studies. Roles include:

- ◆ Social media manager
- ◆ Multimedia content producer
- ◆ Digital media assistant
- ◆ Copywriter
- ◆ Researcher
- ◆ Proofreader
- ◆ Production assistant
- ◆ Runner
- ◆ Marketing/communications assistant
- ◆ PR officer
- ◆ Press officer
- ◆ Journalist
- ◆ Script writer
- ◆ Producer
- ◆ Editor
- ◆ Media technician
- ◆ Presenter
- ◆ Event manager
- ◆ Edit assistant
- ◆ Camera assistant
- ◆ Music promoter

Currently over 1,000 media/communication vacancies in Scotland are being advertised by Indeed, the largest employment agency. At least half of current vacancies are suitable for entry-level applicants such as those achieving the HNC/HND awards. There are also several freelance, web-based home-worker opportunities as well as part-time work, often for charities. The skills developed in the awards, with an emphasis on developing people who are confident, flexible and creative provide excellent preparation for the growing numbers of people who wish to become freelance workers in Scotland.

Several organisations responded positively to the research survey conducted by SQA in 2016, with employers indicating that they would employ staff with a Higher National qualification in Media/Communication. The awards were also seen as suitable as part-time staff development/training courses. Current statements of support from industry are provided in Appendix 2.

## **1.5 Articulation with Degree Programmes**

Further education centres work with, and receive feedback from, local universities in order to assure the suitability of the content of group awards for articulation to a particular level of study at a higher education institution.

The HNC/HND Media and Communication prepare successful learners for further study at higher education institutions where they are regarded as well-prepared in terms of industry knowledge, work experience and technical skills. Several articulation arrangements are in place to agree progression, with learners achieving the HNC being accepted directly to the second year of an appropriate degree course, while achievement of the HND would allow for progression to Year 3 of an appropriate degree course.

During the SQA research process, several universities provided supportive and helpful suggestions on updating the awards to ensure the suitability of content for continuing articulation with their own degree programmes. Any perceived skills gaps were addressed during unit revisions.

Statements of support for the awards have been provided (Appendix 2) by university staff and by graduates who have progressed from the HNC/HND awards to achievement of a degree.

## **1.6 Professional recognition**

Some centres with particularly strong links to industry may meet the criteria for endorsement by various professional bodies. One delivering centre with a strong focus on journalism has some endorsement from the National Council for the Training for Journalists (NCTJ). Employers, local businesses and community organisations regularly request the input of learners to the production of multimedia content and/or support for the hosting and promotion of events.

Additional value has been achieved by linking the unit standards with those defined in National Occupational Standards (NOS) and/or trade/professional body requirements. Due to the broad-based nature of these group awards, reference has been made to National Occupational Standards from several vocational areas as further explained in section 5.

## 1.7 HNC/HND Media and Communication entry, exit and destination points

These awards are designed to fulfill several functions as required in the Scottish and wider economy and higher education sector. They are flexible enough to:

- ◆ link with and articulate to other awards and occupational standards
- ◆ provide industry-focussed units suitable for this group award and continuing professional development
- ◆ allow a degree of specialisation within the wider media and communication context

There are currently no available SVQs for Media and Communication. However, Creative Skillset has developed a wide range of aligned National Occupational Standards (NOS).

Typical entry requirements	Exit SCQF level 7	Destination	Exit SCQF level 8	Destination
<b>Two of below at SCQF level 6</b>				
<b>Practical writing exercise — form and length at the discretion of the centre</b>				
<b>Higher</b> <ul style="list-style-type: none"> <li>◆ English (or equivalent)*</li> <li>◆ Media</li> <li>◆ Modern Studies</li> <li>◆ any other</li> </ul> <b>Foundation Apprenticeship</b> <ul style="list-style-type: none"> <li>◆ Creative and Digital Media</li> </ul>	<b>HNC</b> <ul style="list-style-type: none"> <li>◆ Media and Communication</li> </ul>	<b>HND — year 2</b> <ul style="list-style-type: none"> <li>◆ Media and Communication</li> </ul> <b>or</b> <b>MA/MA (Hons) — year 1</b> <ul style="list-style-type: none"> <li>◆ Film and Television Studies</li> <li>◆ English Literature</li> <li>◆ English and Film</li> </ul>	<b>HND</b> <ul style="list-style-type: none"> <li>◆ Media and Communication</li> </ul>	<b>BA/BA (Hons) — year 2</b> <ul style="list-style-type: none"> <li>◆ Film and Media</li> <li>◆ Media and Communications</li> </ul> <b>BA/BA (Hons) — year 3</b> <ul style="list-style-type: none"> <li>◆ Media and Communication</li> <li>◆ Film and Media</li> <li>◆ New Media Art</li> <li>◆ Broadcast Production</li> <li>◆ Television</li> <li>◆ Multimedia Journalism</li> <li>◆ Journalism Studies</li> <li>◆ Journalism (Sport)</li> </ul>

Typical entry requirements	Exit SCQF level 7	Destination	Exit SCQF level 8	Destination
<p><b>NC</b></p> <ul style="list-style-type: none"> <li>◆ Media</li> <li>◆ Creative Industries</li> <li>◆ Advertising and Public Relations</li> </ul> <p><b>NQ (college programme)</b></p> <ul style="list-style-type: none"> <li>◆ Media</li> </ul> <p><b>NPA</b></p> <ul style="list-style-type: none"> <li>◆ Film and Media</li> <li>◆ Creative and Digital Media</li> <li>◆ Journalism</li> </ul> <p><b>Diploma (SCQF level 7)</b></p> <ul style="list-style-type: none"> <li>◆ Creative and Digital Media</li> </ul> <p>*may be mandatory</p>		<p><b>BA/BA (Hons) — year 1</b></p> <ul style="list-style-type: none"> <li>◆ Filmmaking</li> <li>◆ Film and Media</li> <li>◆ Journalism, Media and Communication and Psychology/Law</li> </ul>		



## 2 Qualifications structure

### 2.1 Structure

#### HNC

##### The SQA HNC Design Principles are

- ◆ HNCs shall be designed to be at SCQF level 7 and shall comprise 96 SCQF credit points.
- ◆ HNCs should incorporate 48 SCQF credit points at SCQF level 7.
- ◆ HNCs should include a mandatory section of at least 48 SCQF credits points including a graded unit.
- ◆ HNCs should include one graded unit of 8 SCQF credit points at SCQF level 7.
- ◆ HNC and HND programmes shall incorporate opportunities for learners to develop Core Skills.
- ◆ HNCs should clearly include opportunities for learners to develop Core Skills to levels required by the occupations or progression pathways the HNs support. This would mean all five Core Skills should be developed in every HN programme.

The structure of the HNC Media and Communication award was agreed following detailed consultation with industry, Further/Higher Education and students. It has been designed to meet the current and emerging needs of the sector. It is at SCQF level 7 with a mandatory section of 56 SCQF credit points and includes identified priority areas. The learner must achieve the units in the mandatory section as well as five unit credits/40 SCQF points selected from a range of optional units amounting to 96 SCQF credit points in total.

Throughout the HNC programme there are opportunities for learners to develop all five Core Skills to support their future pathways. The graded unit comprises a practical assignment designed to provide the learner with the opportunity to demonstrate the integration of knowledge and skills acquired during their programme of study.

#### HNC mandatory units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2JR	34	Analysing and Delivering Complex Oral Presentations	1	8	7
J2HH	34	Editing and Proofreading Text	1	8	7
J2LD	34	Introduction to Working in the Creative Economy	1	8	7
J3J2	34	Law and the Media	1	8	7
J1NC	34	Research Skills	1	8	7
J1S4	34	Writing for the Media	1	8	7
J4DX	34	Media and Communication: Graded Unit 1	1	8	7
<b>Total in mandatory</b>			<b>7</b>	<b>56</b>	

## HNC optional units

(40 SCQF points required from optional section or 5 unit credits)

### Media Industries and Theory

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4A1	34	Creative Industries: An Introduction	1	8	7
F1F0	35	Film Studies for New Media	1	8	8
DW9R	34	Film Theory	1	8	7
F3F7	34	Media Analysis: Semiotics, Representation and Ideology	1	8	7
F7KX	34	Narrative and Genre in Comics and Animation	1	8	7
D7MC	35	Narrative in Fiction and Film	1	8	8

### Communication and Critical Analysis

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2JX	35	Applying Interpersonal Communication Theory	1	8	8
D7MF	35	Communication and Attitudes Research	1	8	8
H7TK	34	Communication: Business Communication	1	8	7
J3WB	34	Communication: Business Writing Skills	1	8	7
J2JL	35	Promoting and Pitching	1	8	8
J3W5	35	Communication: Social Media Advanced	2	16	8
J3W4	34	Creative Writing for Vocational Purposes	1	8	7
J2LC	35	Critical Analysis of Texts	1	8	8
J3W3	35	Interviewing Skills	1	8	8
D7MA	34	Literature: Close Reading Skills	1	8	7
J2JY	35	Meeting Skills	1	8	8
J1S3	35	Writing for the Media: Advanced	1	8	8

### Multimedia and Journalism

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DE2T	34	Audio Visual Techniques for Multimedia Applications	2	16	7
HT9W	34	Social Media	1	8	7
F1N1	35	Electronic News Gathering	1	8	8
F7PW	34	Journalism Skills: Introduction to Industry and Practice	1	8	7

## Multimedia and Journalism (cont)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F7PX	35	Journalism Skills: Advanced	2	16	8
J156	35	Journalism: Sub Editing Advanced	1	8	8
J5M5*	34	Magazine Journalism	1	8	7
J121	35	Digital Journalism	2	16	8
J129	34	Journalism: Feature Writing	1	8	7
J5FP	34*	News Writing	2	16	7
DE27	34	Shorthand as a Skill (Introductory) (60 wpm)	2	16	7
DE28	35	Shorthand as a Skill (Speed Development 1) (70 wpm)	1	8	8
DE29	35	Shorthand as a Skill (Speed Development 2) (80 wpm)	1	8	8
DW6C	34	Photography: An Introduction	1	8	7
DW82	35	Photography: Documentary	2	16	8
H1LK	34	Photography: Portraiture	2	16	7
H9E1	35	Podcasting	1	8	8
H9DL	34	Radio Interviewing	1	8	7
H9DX	34	Radio Music Programme Production	1	8	7
DM1A	34	Radio Presentation	1	8	7
D7M2	34	Radio Production 1: Analysing and Producing Radio Programmes	1	8	7
D7XP	35	Radio Production 2: Producing Programmes in a Range of Styles	2	16	8
H9DW	34	Scripting and Presenting for Radio Information Bulletins	1	8	7
H9DY	34	Script Writing for Radio	1	8	7
J0S9	34	Working in Radio	1	8	7
J1MJ	35	Radio: Producing Online Content	1	8	8
H9DT	35	Radio: Law: Ethics and Compliance	1	8	8
H4A3	34	Camera: An Introduction	1	8	7
H4A6	34	Editing: An Introduction	1	8	7
H4JB	35	Television Production Management: Factual Programmes	2	16	8
H4JC	35	Television Production Management: Non-Factual Programmes	2	16	8
H4AB	35	Using a Single Camera in a Television Production Team	2	16	8
DM2J	34	Television: Planning and Production	1	8	7
D7M3	34	Video Production 1: Planning and Production	1	8	7
D7XR	35	Video Production 2: Making a Video Programme	2	16	8
HG56	34	Animation: An Introduction	1	8	7

## Advertising, Marketing and PR

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HK55	34	Advertising: The Advertising Industry	1	8	7
DV74	35	Advertising: Developing a Campaign	1	8	8
DH4C	34	Media Analysis: Advertisements	1	8	7
F7BX	34	Marketing: An Introduction	1	8	7
HC2P	34	Public Relations: Principles and Practice	1	8	7
HC49	35	Public Relations: Strategic Analysis, Planning and Application	2	16	8
FK93	34	Digital Marketing Communications: An Introduction	1	8	7
HH6C	34	Digital Marketing Communications: Content Development	1	8	7
HX3V	34	Digital Marketing Communications: Web Site Tools and Techniques	1	8	7
HX3T	35	Marketing Planning: Domestic Market	2	16	8
J1F4	34	Marketing Practice: An Introduction	1	8	7
FK92	35	Marketing: Using Digital Media	1	8	8

## Promotions and Events

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DJ2R	34	Music Industry Promotions	1	8	7
H91J	34	Organising an Event	2	16	7
J012	34	Music Industry: Marketing and Promotion	2	8	7

## Digital

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F86P	34	Digital Culture: Online Communication	1	8	7
H382	34	Art and Design: Desk Top Publishing and Layout	1	8	7
D7LW	34	Communication: Using Information Technology and Desk Top Publishing	1	8	7
D7XG	35	Internet Theory and Practice	1	8	8
DF60	35	Internet Web Development	2	16	8
H383	34	Web Design: An Introduction	1	8	7
FW5D	34	Website Design: Multimedia Content Creation	1	8	7

**General option (a maximum of 2 credits can be selected from this option)**

**Employability**

<b>4 code</b>	<b>2 code</b>	<b>Unit title</b>	<b>SQA credit</b>	<b>SCQF credit points</b>	<b>SCQF level</b>
FF44	35	Creative Industries: Enterprise Activity	1	8	8
J5EY	34*	Freelance Working Skills	1	8	7
DE3R	34	Personal Development Planning	1	8	7
F3HT	34	Personal Enterprise Skills	1	8	7
HJ4W	34	Work Placement	1	8	7

\*Refer to History of Changes for revision changes.

## HND

### The SQA HND Design Principles are

- ◆ HNDs shall be designed to be at SCQF level 8 and shall comprise 240 SCQF credit points.
- ◆ HNDs should incorporate 64 SCQF credit points at SCQF level 8.
- ◆ HND programmes shall incorporate opportunities for learners to develop Core Skills.
- ◆ HNDs should clearly include opportunities for learners to develop Core Skills to levels required by the occupations or progression pathways the HNs support. This would mean all five Core Skills should be developed in every HN programme.
- ◆ HNDs should include a mandatory section of at least 96 SCQF points, including graded units.
- ◆ HNDs should include one graded unit of 8 SCQF credit points at SCQF level 7 plus 16 SCQF credit points of graded unit(s) at SCQF level 8.

The structure of the HND Media and Communication award has been designed to meet the current and emerging needs of the sector and was agreed following detailed consultation with industry, Further/Higher Education and learners. It is at SCQF level 8 with a mandatory section of 120 SCQF credit points and incorporates 64 SCQF credit points at level 8 and covers identified priority areas. The learner must achieve the units in the mandatory section with units appropriate to future progression selected from an extensive range of options to make up a total of 240 SCQF credit points.

Throughout the HND programme there are opportunities for learners to develop all five Core Skills to support their future pathways. The graded unit is a double unit that comprises a practical assignment designed to provide the learner with the opportunity to demonstrate the integration of knowledge and skills acquired during their programme of study.

### HND mandatory units

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2JR	34	Analysing and Delivering Complex Oral Presentations	1	8	7
J2HH	34	Editing and Proofreading Text	1	8	7
J2LD	34	Introduction to Working in the Creative Economy	1	8	7
J3J2	34	Law and the Media	1	8	7
J1NC	34	Research Skills	1	8	7
J1S4	34	Writing for the Media	1	8	7
J4DX	34	Media and Communication: Graded Unit 1	1	8	7
J2JX	35	Applying Interpersonal Communication Theory	1	8	8
J2JL	35	Promoting and Pitching	1	8	8
J3W5	35	Communication: Social Media Advanced	2	16	8
J3W3	35	Interviewing Skills	1	8	8
J1S3	35	Writing for the Media: Advanced	1	8	8
J4DY	35	Media and Communication: Graded Unit 2	2	16	8
<b>Total in mandatory</b>			<b>15</b>	<b>120</b>	

### (64 SCQF points at level 8 achieved in the mandatory section)

## HND optional units

(120 SCQF points required from optional section or 15 unit credits)

### Media Industries and Theory

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
H4A1	34	Creative Industries: An Introduction	1	8	7
F1F0	35	Film Studies for New Media	1	8	8
DW9R	34	Film Theory	1	8	7
F3F7	34	Media Analysis: Semiotics, Representation and Ideology	1	8	7
F7KX	34	Narrative and Genre in Comics and Animation	1	8	7
D7MC	35	Narrative in Fiction and Film	1	8	8

### Communication and Critical Analysis

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
D7MF	35	Communication and Attitudes Research	1	8	8
H7TK	34	Communication: Business Communication	1	8	7
J3WB	34	Communication: Business Writing Skills	1	8	7
J3W4	34	Creative Writing for Vocational Purposes	1	8	7
J2LC	35	Critical Analysis of Texts	1	8	8
D7MA	34	Literature: Close Reading Skills	1	8	7
J2JY	35	Meeting Skills	1	8	8

### Multimedia and Journalism

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DE2T	34	Audio Visual Techniques for Multimedia Applications	2	16	7
HT9W	34	Social Media	1	8	7
F1N1	35	Electronic News Gathering	1	8	8
F7PW	34	Journalism Skills: Introduction to Industry and Practice	1	8	7

## Multimedia and Journalism (cont)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F7PX	35	Journalism Skills: Advanced	2	16	8
J156	35	Journalism: Sub Editing Advanced	1	8	8
J5M5*	34	Magazine Journalism	1	8	7
J121	35	Digital Journalism	2	16	8
J129	34	Journalism: Feature Writing	1	8	7
J5FP	34*	News Writing	2	16	7
DE27	34	Shorthand as a Skill (Introductory) (60 wpm)	2	16	7
DE28	35	Shorthand as a Skill (Speed Development 1) (70 wpm)	1	8	8
DE29	35	Shorthand as a Skill (Speed Development 2) (80 wpm)	1	8	8
DW6C	34	Photography: An Introduction	1	8	7
DW82	35	Photography: Documentary	2	16	8
H1LK	34	Photography: Portraiture	2	16	7
H9E1	35	Podcasting	1	8	8
H9DL	34	Radio Interviewing	1	8	7
H9DX	34	Radio Music Programme Production	1	8	7
DM1A	34	Radio Presentation	1	8	7
D7M2	34	Radio Production 1: Analysing and Producing Radio Programmes	1	8	7
D7XP	35	Radio Production 2: Producing Programmes in a Range of Styles	2	16	8
H9DY	34	Script Writing for Radio	1	8	7
H9DW	34	Scripting and Presenting for Radio Information Bulletins	1	8	7
J0S9	34	Working in Radio	1	8	7
J1MJ	35	Radio: Producing Online Content	1	8	8
H9DT	35	Radio: Law: Ethics and Compliance	1	8	8
H4A3	34	Camera: An Introduction	1	8	7
H4A6	34	Editing: An Introduction	1	8	7
H4JB	35	Television Production Management: Factual Programmes	2	16	8
H4JC	35	Television Production Management: Non-Factual Programmes	2	16	8
H4AB*	35	Using a Single Camera in a Television Production Team			
H4AB	35	Using a Single Camera in a Television Production Team	2	16	8
DM2J	34	Television: Planning and Production	1	8	7



### Multimedia and Journalism (cont)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
D7M3	34	Video Production 1: Planning and Production	1	8	7
D7XR	35	Video Production 2: Making a Video Programme	2	16	8
HG56	34	Animation: An Introduction	1	8	7

### Advertising, Marketing and PR

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HK55	34	Advertising: The Advertising Industry	1	8	7
DV74	35	Advertising: Developing a Campaign	1	8	8
DH4C	34	Media Analysis: Advertisements	1	8	7
F7BX	34	Marketing: An Introduction	1	8	7
HC2P	34	Public Relations: Principles and Practice	1	8	7
HC49	35	Public Relations: Strategic Analysis, Planning and Application	2	16	8
FK93	34	Digital Marketing Communications: An Introduction	1	8	7
HH6C	34	Digital Marketing Communications: Content Development	1	8	7
HX3V	34	Digital Marketing Communications: Web Site Tools and Techniques	1	8	7
HX3T	35	Marketing Planning: Domestic Market	1	8	8
J1F4	34	Marketing Practice: An Introduction	1	8	7
FK92	35	Marketing Communications: Using Digital Media	1	8	8

### Promotions and Events

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
DJ2R	34	Music Industry Promotions	1	8	7
H91J	34	Organising an Event	2	16	7
J012	34	Music Industry: Marketing and Promotion	2	16	7

## Digital

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
F86P	34	Digital Culture: Online Communication	1	8	7
H382	34	Art and Design: Desk Top Publishing and Layout	1	8	7
D7LW	34	Communication: Using Information Technology and Desk Top Publishing	1	8	7
D7XG	35	Internet Theory and Practice	1	8	8
DF60	35	Internet Web Development	2	16	8
H383	34	Web Design: An Introduction	1	8	7
FW5D	34	Website Design: Multimedia Content Creation	1	8	7

**General option (a maximum of 2 credits can be selected from this option)**

## Employability

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
FF44	35	Creative Industries: Enterprise Activity	1	8	8
J5EY	34*	Freelance Working Skills	1	8	7
DE3R	34	Personal Development Planning	1	8	7
F3HT	34	Personal Enterprise Skills	1	8	7
HJ4W	34	Work Placement	1	8	7

\*Refer to History of Changes for revision changes.

## 3 Aims of the qualifications

The HNC/HND Media and Communication awards aim to develop core competences of wide applicability. The awards are designed to encourage personal development and creativity as they enhance employability.

### 3.1 General aims of the qualifications

- ◆ develop confidence in communicating with impact
- ◆ develop transferable skills to the levels required in the creative economy, vocational and educational contexts
- ◆ develop understanding of a range of specialist media and communication disciplines and interdisciplinary connections between them
- ◆ develop analytical and critical thinking and evaluation skills
- ◆ develop creative and reflective practices
- ◆ develop professional and ethical production, presentation and distribution practices
- ◆ develop responsible and effective online practices
- ◆ develop responsiveness to change and audiences
- ◆ enable progression within the SCQF

### 3.2 Specific aims of the qualifications

#### Specific aims for HNC

- ◆ develop specialist communication, presentation and research skills
- ◆ develop employability skills and the ability to work co-operatively with others
- ◆ develop enterprise and project management skills
- ◆ integrate and apply creative skills and practices across the award
- ◆ develop understanding of current platforms and media outlets
- ◆ develop understanding of ethical, legal and regulatory considerations in the creative economy, vocational and educational contexts
- ◆ engage with audiences by researching, monitoring, distributing and evaluating final product or output
- ◆ prepare for progression to further study or work in the creative economy, vocational and educational contexts

#### Specific aims for HND

- ◆ develop and extend core and specialist competences
- ◆ develop specialised personal, interpersonal and networking skills
- ◆ enhance the ability to exercise autonomy and initiative in a range of activities and contexts
- ◆ develop the ability to think strategically in creative contexts
- ◆ increase understanding of issues in the creative economy including ethical, legal and regulatory considerations
- ◆ develop responsiveness to the needs of audiences and outlets
- ◆ prepare for progression to further study or work in the creative economy, vocational and educational contexts

### 3.3 Graded units

The HNC/HND graded units are designed to generate evidence that learners have achieved the principal aims of the awards. They enable progression to further work, study and enterprise through the integration and application of a broad range of interpersonal and technical skills. Project-based assignments provide opportunities to demonstrate the integration of knowledge and skills acquired during the programme. At both levels the learner is encouraged to harness original creativity and follow personal interests. It is likely that the HND topic will be an indication of the specialisms in which the learner is most skilled.

As they apply creative and reflective practices required in the creative economy, vocational and educational contexts, learners develop confidence in their ability to communicate with impact. Analytical thinking is key to the planning, developing and evaluating of a project that extends their understanding of specialist media and communication disciplines. They will optimise digital and social tools and platforms to build an online presence responsive to change and the needs of audiences and outlets. Compliance with legal and ethical constraints is central to responsible and effective research, development, presentation and distribution.

Those progressing to HND will work autonomously to complete a project that showcases a versatile individual ready for demanding creative challenges. The experience of these assessments will be enhanced by specialist mentoring, peer review and linked work experience.

## 4 Recommended entry to the qualifications

Entry to these qualifications is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for these qualifications has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding equivalent to Communication SCQF level 6 as required by one or more of the following:

- C824 76 Higher English, SCQF level 6
- C827 76 English for Speakers of Other Languages, SCQF level 6
- C832 76 Higher Gaidhlig, SCQF level 6
- FA1W 12 Communication (NC) and FA58 12 Literature 1
- F3GB 12 Communication (Core Skill), SCQF level 6
- International English Language Testing System (IELTS) 6

**and**

another relevant qualification at SCQF level 6, eg Higher, National Progression Award (NPA), National Certificate (NC)

**or**

other relevant qualifications or work experience.

SQA qualifications are designed to be accessible to learners regardless of disability, race, gender and other protected characteristics. All further education centres have policies in place to ensure that the entry requirements for all courses are not applied in a discriminatory way. Regular reviews of practices, policies and procedures ensure that the individual needs of learners are taken into account to determine that there are no unnecessary barriers to learning or assessment.

All applicants are assessed against any entry requirements in a way that does not discriminate and allows for any necessary reasonable adjustments to be made for applicants with a protected characteristic. Work experience in a role that has involved communicating with people and using digital skills might provide a potential background for applicants with fewer formal qualifications.

Because learners undertaking the HNC/HND Media and Communication awards are required to read complex texts and write at length to a professional standard, it is recommended that all applicants are interviewed and undertake a centre generated task to confirm that there are no barriers to learning and that the HNC/HND Media and Communication programme is the most appropriate to their needs.

Centres deliver 15 credits in HNC/HND year 1 which include the HNC mandatory units. Entry to the HND programme will normally require achievement of all of these. It is, however, possible to achieve an HNC Media and Communication with 12 credits and in such cases, arrangements will need to be made to enable learners to achieve a further three optional credits if they intend to progress to HND.

#### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
<p><b>Communication</b></p> <p>Oral Communication — Produce and respond to oral communication on a complex topic.</p> <p>Written Communication (Reading) — Read, understand, and evaluate complex written communication.</p> <p>Written Communication (Writing) — Produce well-structured written communication on complex topics.</p>	6	<ul style="list-style-type: none"> <li>◆ Analysing oral communication</li> <li>◆ Giving presentations and pitches</li> <li>◆ Writing — scripts, articles, reports</li> <li>◆ Writing critically — reviewing and evaluating</li> <li>◆ Analysing audiovisual materials</li> <li>◆ Interviewing</li> <li>◆ Presenting</li> <li>◆ Proofreading and editing text</li> <li>◆ Reading and applying media and communication theory</li> <li>◆ Researching and presenting findings</li> </ul>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>◆ Using Graphical Information — Apply a wide range of graphical skills to interpret and present complex information in everyday situations.</li> <li>◆ Using Number — Apply, in combination, a wide range of numerical methods to solve complex problems in everyday and specialised situations.</li> </ul>	5	<ul style="list-style-type: none"> <li>◆ Producing numerical and statistical data, eg for audience research</li> <li>◆ Analysing data and making conclusions based on it, eg to meet audience needs</li> <li>◆ Presenting data in multimedia formats, eg infographic formats</li> <li>◆ Scheduling and allocating resources using planning tools such as GANTT charts</li> </ul>
<p><b>Information and Communication Technology (ICT)</b></p> <p>Accessing Information — Use ICT independently to carry out complex searches across a range of tasks.</p> <p>Providing/Creating Information — Use ICT independently to carry out a range of processing tasks.</p>	6	<ul style="list-style-type: none"> <li>◆ Interpreting basic analytics</li> <li>◆ Using software — audiovisual editing, Desktop Publishing (DTP)</li> <li>◆ Using planning tools — online calendars</li> <li>◆ Using social and online tools and platforms — networking, promotion and distribution</li> <li>◆ Researching and gathering information using databases, search engines, spreadsheets, etc</li> <li>◆ Presenting data in a range of forms to meet the needs of audiences and users</li> </ul>
<p><b>Problem Solving</b></p> <p>Critical Thinking — Analyse a complex situation or issue.</p> <p>Planning and Organising — Plan, organise, and complete a complex task.</p> <p>Reviewing and Evaluating — Review and evaluate a complex problem-solving activity.</p>	6	<ul style="list-style-type: none"> <li>◆ Ensuring compliance in productions</li> <li>◆ Meeting deadlines</li> <li>◆ Meeting audience needs</li> <li>◆ Developing and implementing strategy to manage a project</li> <li>◆ Consider contingencies and use if necessary</li> <li>◆ Goal setting</li> <li>◆ Use self-evaluation strategies to assess own contribution and effectiveness in relation to tasks and projects</li> <li>◆ Evaluate success and impacts in relation to objectives and targets</li> <li>◆ Suggest improvements to process and strategy</li> </ul>

Core Skill	Recommended SCQF entry profile	Associated assessment activities
<p><b>Working with Others</b></p> <p>Working Co-operatively with Others — In complex interactions, work with others co-operatively on an activity and/or activities.</p> <p>Reviewing Co-operative Contribution — Review work with others in a co-operative activity and/or activities.</p>	6	<ul style="list-style-type: none"> <li>◆ Taking roles in group productions, eg magazine, video, programmes</li> <li>◆ Peer review</li> <li>◆ Participating in meetings and debriefs</li> <li>◆ Review the impacts of group activities and projects with team members and audiences</li> <li>◆ Evaluate effectiveness of interpersonal and group skills</li> </ul>

## 5 Additional benefits of the qualification in meeting employer needs

HNC/HND Media and Communication awards were designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualifications. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills, through doing these qualifications.

A range of recent national reports on current and projected skills requirements in the United Kingdom indicate that the ability to manage ones' own time, task prioritisation, persuading and influencing others and setting objectives and/or planning are key priorities. There will continue to be a strong need for creative digital skills — those used in non-routine tasks, problem-solving and the production of digital outputs.

Ongoing skills audits in the Quarterly Screen Skills Barometer support findings on the essential need for digital competence as well as 'soft skills'.

Included in the list of 'must-have' characteristics were: determination, tenacity, confidence, positivity, enthusiasm, flexibility, adaptability, having integrity and being able to fit in with various teams and working environments — by getting on with people — was also considered to be incredibly important. Great significance was placed on having good interpersonal and team-working skills. Listening and responding well to others were critical skills for freelancers. Being able to rise above negative experiences and develop resilience to, and strategies to counteract, prejudices were also described as key behaviours.

Due to the broad-based nature of these group awards, reference has been made to National Occupational Standards from several vocational areas. These include:

- ◆ Communicate effectively with people
- ◆ Maintain editorial quality
- ◆ Proofread content
- ◆ Create multimedia content for radio and audio
- ◆ Engage audiences through digital, including social media

- ◆ Participate in online networks
- ◆ Select and use collaborative Information Technology (IT) tools and social networks
- ◆ Use digital channels or platforms and social networks to deliver marketing communications
- ◆ Use digital media in events
- ◆ Creative Media Generic Occupational Standards (draft)
- ◆ Digital production skills
- ◆ Production (film and TV)
- ◆ Camera
- ◆ Sound
- ◆ Post-production
- ◆ Editing
- ◆ Journalism
- ◆ Comply with UK legal and regulatory requirements when working in journalism

In addition, guidance from relevant professional bodies has been considered during the group award and unit writing process. These include:

- ◆ Society of Editors and Proofreaders
- ◆ Chartered Institute of Public Relations
- ◆ The Chartered Institute of Marketing
- ◆ The Law Society of Scotland
- ◆ Digital Marketing Institute
- ◆ National Union of Journalists
- ◆ National Council for the Training of Journalists
- ◆ Broadcasting, Entertainment, Cinematograph and Theatre Union (BECTU)

Unit support notes consistently recommend that learners are given access to meaningful experiences with industry through masterclasses, field trips, input from successful alumni and engagement with live briefs with real clients and audiences.

These findings confirm the additional benefits of the group awards, which develop requisite skills.



## 5.1 Mapping of qualification aims to units

### HNC and HND — General aims

- 1 Develop confidence in communicating with impact.
- 2 Develop transferable skills to the levels required in the creative economy, vocational and educational contexts.
- 3 Develop understanding of a range of specialist media and communication disciplines and interdisciplinary connections between them.
- 4 Develop analytical and critical thinking and evaluation skills.
- 5 Develop creative and reflective practices.
- 6 Develop professional and ethical production, presentation and distribution practices.
- 7 Develop responsible and effective online practices.
- 8 Develop responsiveness to change and audiences.
- 9 Enable progression within the SCQF.

Code	Unit title	Aims								
		1	2	3	4	5	6	7	8	9
J2JX 35	Applying Interpersonal Communication Theory	X	X	X	X	X			X	X
J2JR 34	Analysing and Delivering Complex Oral Presentations	X	X	X	X				X	X
J2JL 35	Promoting and Pitching	X	X	X	X	X			X	X
J3W5 35	Communication: Social Media Advanced	X	X	X	X	X	X	X	X	X
J2HH 34	Editing and Proofreading Text	X	X	X		X		X	X	X
J4DX 34	Graded Unit 1	X	X	X	X	X	X	X	X	X
J4DY 34	Graded Unit 2	X	X	X	X	X	X	X	X	X
J3W3 35	Interviewing Skills	X	X	X	X	X	X		X	X
J2LD 34	Introduction to Working in the Creative Economy	X	X	X	X	X	X	X	X	X
J3J2 34	Law and the Media	X	X		X		X	X	X	X
J1NC 34	Research Skills	X	X		X		X	X	X	X
J1S4 34	Writing for the Media	X	X	X	X	X	X	X	X	X
J1S3 34	Writing for the Media: Advanced	X	X	X	X	X	X	X	X	X

## HNC — Specific aims

- 1 Develop specialist communication, presentation and research skills.
- 2 Develop employability skills and the ability to work co-operatively with others.
- 3 Develop enterprise and project management skills.
- 4 Integrate and apply creative skills and practices across the award.
- 5 Develop understanding of current platforms and media outlets.
- 6 Develop understanding of ethical, legal and regulatory considerations in the creative economy, vocational and educational contexts.
- 7 Engage with audiences by researching, monitoring, distributing and evaluating final product or output.
- 8 Prepare for progression to further study or work in the creative economy, vocational and educational contexts.

Code	Unit title	Aims							
		1	2	3	4	5	6	7	8
J2JR 34	Analysing and Delivering Complex Oral Presentations	X	X	X	X			X	X
J2HH 34	Editing and Proofreading Text	X	X		X		X		X
J4DX 34	Graded Unit 1	X	X	X	X	X	X	X	X
J2LD 34	Introduction to Working in the Creative Economy	X	X	X	X	X	X	X	X
J3J2 34	Law and the Media		X	X		X	X	X	X
J1NC 34	Research Skills	X	X	X	X			X	X
J1S4 34	Writing for the Media	X	X		X	X	X	X	X

## HND — Specific aims

- 1 Develop and extend core and specialist competences.
- 2 Develop specialised personal, interpersonal and networking skills.
- 3 Enhance the ability to exercise autonomy and initiative in a range of activities and contexts.
- 4 Develop the ability to think strategically in creative contexts.
- 5 Increase understanding of issues in the creative economy including ethical, legal and regulatory considerations.
- 6 Develop responsiveness to the needs of audiences and outlets.
- 7 Prepare for progression to further study or work in the creative economy, vocational and educational contexts.

Code	Unit title	Aims						
		1	2	3	4	5	6	7
J2JX 35	Applying Interpersonal Communication Theory	X	X	X	X	X	X	X
J2JR 34	Analysing and Delivering Complex Oral Presentations	X	X				X	X
J2JL 34	Promoting and Pitching	X	X	X	X	X	X	X
J3W5 35	Communication: Social Media Advanced	X	X	X	X	X	X	X
J2HH 34	Editing and Proofreading Text	X	X	X			X	X
J4DX 34	Graded Unit 1	X	X	X	X	X	X	X
J4DY 35	Graded Unit 2	X	X	X	X	X	X	X
J3W3 35	Interviewing Skills	X	X	X			X	X
J2LD 34	Introduction to Working in the Creative Economy	X	X	X		X	X	X
J3J2 34	Law and the Media	X	X	X		X	X	X
J1NC 34	Research Skills	X	X	X	X		X	X
J1S4 34	Writing for the Media	X	X	X		X	X	X
J1S3 35	Writing for the Media: Advanced	X	X	X		X	X	X

## 5.2 Mapping of National Occupational Standards (NOS) and/or trade body standards

Due to the broad-based nature of the qualifications they align to a wide range of NOS and other professional standards. Those shown here do not represent an exhaustive list. The extent to which the standards are met by individual learners will vary for some units as there are opportunities to present work in a variety of formats. The graded units have potential to align with all the standards identified here depending on the nature and focus of the project. All units meet the standard *Communicate effectively with people* and most align to *Engage audiences through digital, including social media, Maintain editorial quality, Proofread content* and *Creative Media Generic* (which were in draft form when these qualifications were being developed).

	<b>Unit</b>	<b>Business sector/suite</b>
1	SKSGS10 Work effectively with colleagues, partners and suppliers in the creative industries	Creative Media
2	SKSPUB14 Maintain editorial quality	Publishing
3	SKSPUB20 Proofread content	Publishing
4	SKSRAC23 Create multimedia content for radio and audio	Radio Content Creation
5	CFAPRE008 Engage audiences through digital, including social media	Public Relations
6	ESKITU030 Participate in online networks and social media	IT Users
7	ESKITU031 Select and use collaborative IT tools and social networks	IT Users
8	SKSADV12 Use digital channels or platforms and social networks to deliver marketing communications	Marketing Communications (Advertising)
9	PPLEVB3 Use digital media in events	Events management
10	SKSGS15 Organise, store and retrieve assets, data and information in the creative industries	Creative Media Generic Skills
11	SKSJ21 Create multi-platform content for editorial use	Journalism

	<b>Unit</b>	<b>Business sector/suite</b>
12	SKSP1–SKSP39 Various as relevant from suite	Production (Film and TV)
13	SKSC1–SKSC35 Various as relevant from suite	Camera
14	SKSJ16 Record audio and video material for journalistic use	Journalism
15	SKSP34 Assist with the post-production process	Production (Film and TV)
16	SKSE1 Carry out editing projects to brief	Editing
17	SKSJ5 Contribute to creativity and innovation in journalism	Journalism
18	SKSJ3 Comply with UK legal and regulatory requirements when working in journalism	Journalism

Code	Unit title	National Occupational Standard																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
J2JX 35	Applying Interpersonal Communication Theory	X		X			X	X											
J2JR 34	Analysing and Delivering Complex Oral Presentations	X				X													X
J2JL 35	Promoting and Pitching	X	X	X	X	X	X	X	X	X	X						X		X
J3W5 35	Communication: Social Media Advanced	X	X	X		X	X	X		X	X	X						X	
J2HH 34	Editing and Proofreading Creative Text	X	X	X														X	X
J4DX 34	Graded Unit 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
J4DY 35	Graded Unit 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
J3W3 35	Interviewing Skills	X	X		X	X						X	X	X	X	X	X	X	X
J2LD 34	Introduction to Working in the Creative Economy	X	X	X		X	X	X	X			X							
J3J2 34	Law and the Media	X																	X
J1NC 34	Research Skills	X	X	X		X	X	X				X							X
J1S4 34	Writing for the Media	X	X	X	X	X	X	X	X			X	X						X
J1S3 34	Writing for the Media: Advanced	X	X	X	X	X	X	X	X			X	X						X

1 Society of Editors and Proofreaders 2 Chartered Institute of Public Relations 3 The Chartered Institute of Marketing 4 The Law Society	5 Digital Marketing Institute 6 National Union of Journalists 7 National Council for the Training of Journalists 8 Association for International Broadcasting.
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Code	Unit title	Professional body							
		1	2	3	4	5	6	7	8
J2JL 35	Promoting and Pitching		X	X		X			
J3W5 35	Communication: Social Media Advanced					X			
J2HH 34	Editing and Proofreading Creative Text	X							
J4DX 34	Graded Unit 1	X	X	X	X	X	X	X	X
J4DY 35	Graded Unit 2	X	X	X	X	X	X	X	X
J3W3 35	Interviewing Skills						X	X	
J2LD 34	Introduction to Working in the Creative Economy					X			
J3J2 34	Law and the Media	X	X	X	X	X	X	X	X
J1NC 34	Research Skills	X	X	X	X	X	X	X	X
J1S4 34	Writing for the Media	X	X				X	X	X
J1S3 35	Writing for the Media: Advanced	X	X				X	X	X

### 5.3 Mapping of Core Skills development opportunities across the qualifications

Core skills as signposted below are developed through teaching and learning approaches.

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J2JX 34	Applying interpersonal communication theory	X	X	X			X	X	E	X	X	E	E
J2JR 34	Analysing and Delivering Complex Oral Presentations			E					E	E	E	EX	EX
J2JL 35	Promoting and Pitching	X	X	X			X	X	E	E	E		
J3W5 35	Communication: Social Media Advanced	X	X		X	X	X	E	E	E	E		
J2HH 34	Editing and Proofreading Creative Text	X	X				X	X	E	X	X	X	X
J4DX 34	Graded Unit 1	X	X	X	X	X	X	X	X	X	X	X	X
J4DY 35	Graded Unit 2	X	X	X	X	X	X	X	X	X	X	X	X
J3W3 35	Interviewing Skills			E			X		E	E	E	X	X
J2LD 34	Introduction to Working in the Creative Economy	X	X		X	X	X	X	X	X	X		

**E = Embedded**



Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
J3J234	Law and the Media	X	X				X		X		X		
J1NC34	Research Skills	X	X	X	X	X	X	X	E	E	E	X	X
J1S434	Writing for the Media	X	X				X	X	E	X	X		
J1S335	Writing for the Media: Advanced	X	X				X	X	E	X	X		

**E = Embedded**

## 5.4 Assessment strategy for the qualifications

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Applying Interpersonal Communication Theory	<p>Analysis of two separate interactions of others, one online.</p> <p>900 words or 9 minutes of oral evidence.</p> <p>Open-book</p>	<p>Application of communication theory to group goal.</p> <p>Co-operation, adoption of role, use of appropriate interpersonal skills.</p> <p>Open-book, supported by recording/checklist.</p>	<p>Application of communication theory to individual goal.</p> <p>Relevant goal setting, use of appropriate interpersonal skills.</p> <p>Open-book, supported by recording/checklist.</p>	<p>Evaluation of effectiveness of own interactions.</p> <p>700 words or 7 minutes of oral evidence.</p> <p>Open-book</p>
Analysing and Delivering Complex Oral Communication	<p>Analysis of one complex oral presentation of 10–15 minutes.</p> <p>500 words or 5 minutes of oral evidence.</p> <p>Open-book</p>	<p>Oral presentation to at least one listener which analyses complex issues or information.</p> <p>10 minutes minimum.</p> <p>Open-book, recorded</p>	<p>Contribution to and delivery of a group oral presentation.</p> <p>15–30 minutes.</p> <p>Open-book, supported by recording and observation checklist.</p>	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Promoting and Pitching	<p>Develop a strategy to promote self and creative ideas/product.</p> <p>500 words or oral equivalent of 5 minutes.</p> <p>Open-book</p>	<p>Promotion and pitching of self and creative ideas/product.</p> <p>800 words or 8 minutes maximum.</p> <p>Open-book</p>	<p>Evaluation of promotion and pitching process and output.</p> <p>300 words or 3 minutes minimum.</p> <p>Open-book</p>	
Communication: Social Media Advanced	<p>Critical analysis of the uses of social media in a minimum of two contexts.</p> <p>800 words or 8 minutes of oral evidence.</p> <p>Open-book, supervised, sampled</p>	<p>A social media strategy measured against Specific, Measurable, Achievable, Relevant, Time-Bound (SMART) objectives.</p> <p>Open-book</p>	<p>Use of social media and networks and application of strategy to promote and support own original multimedia content.</p> <p>Active links to social platforms and websites.</p> <p>Open-book</p>	<p>Critical evaluation of the effectiveness of own social media strategy.</p> <p>700–800 words or 7–8 minutes consumption time.</p> <p>Open-book</p>

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Editing and Proofreading Creative Text	<p>Piece of text edited to meet a brief which is accurate and fit for purpose.</p> <p>Cut from 1,000 words to 750 words.</p> <p>Supervised, open-book.</p>	<p>Piece of unseen text with errors corrected.</p> <p>500 words, 20 errors.</p> <p>Supervised, open-book.</p>		
Graded Unit 1	<p>Planning materials for the project.</p> <p>800–1,000 words or 8–10 minutes of oral evidence.</p> <p>Open-book</p>	<p>Process portfolio.</p> <p>Finished product/output as appropriate to project.</p> <p>Final presentation of the project.</p> <p>Open-book</p>	<p>Evaluation of the project.</p> <p>600-800 words or 6–8 minutes of oral evidence.</p> <p>Open-book</p>	

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Graded Unit 2	Planning materials for the project.  1,200-1,500 words or 12–15 minutes of oral evidence.  Open-book	Process portfolio.  Finished product/output as appropriate to project.  Final presentation of the project.  Open-book	Evaluation of the project.  800-1,000 words or 8–10 minutes of oral evidence.  Open-book	
Interviewing Skills	Critical analysis of the interview process.  500 words or 5 minutes oral response.  Open-book, supervised	Interview planning materials including research and compliance evidence, notes and interview questions.  Open-book	Impartial interview carried out which uses style appropriate for type and meets deadlines and durations.  Interview 8 minutes minimum.  Open-book	Critical evaluation of the outcome of the interview.  300 words or 3 minutes oral response.  Open-book

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Introduction to Working in the Creative Economy	<p>Presentation of an overview of the media in relation to the Scottish creative economy in any format that adequately conveys the required information.</p> <p>Open-book</p> <p>700–800 words or 7–8 mins consumption time.</p>	<p>Explanation of the role of media in the Scottish creative economy in any format that adequately conveys the required information.</p> <p>Open-book</p> <p>700–800 words or 7–8 mins consumption time.</p>	<p>Portfolio of materials which:</p> <ul style="list-style-type: none"> <li>◆ promotes skillset, experience and content</li> <li>◆ provides evidence of coherent online presence that will optimise employability</li> </ul> <p>Open-book</p>	
Law and the Media	<p>Explanation of the law of Contempt of Court in relation to those working in the media.</p> <p>Sampled</p> <p>Open-book, supervised</p>	<p>Explanation of the law of Copyright in relation to those working in the media.</p> <p>Sampled</p> <p>Open-book, supervised</p>	<p>Explanation of the law of Defamation in relation to those working in the media.</p> <p>Sampled</p> <p>Open-book, supervised</p>	<p>Outline of the effects of regulatory bodies and voluntary controls on the media.</p> <p>Sampled</p> <p>Open-book, supervised</p>

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Research Skills	Detailed plan for a research investigation.  Open-book	Implementation of the research plan and referenced record of research activities.  Open-book	Presentation of findings and conclusions.  1,000 words or 10 mins oral equivalent minimum.  Open-book	
Writing for the Media	Proposals/treatments for two pieces of copy.  100 words  Two pieces of online ready copy.  One piece 500 words minimum.  Open-book	Proposals/treatments for two scripts.  100–200 words  Two scripts  Five minutes duration together.  Open-book		
Writing for the Media: Advanced	Proposals/treatments for three pieces.  250 words each; at least one for online publication.  Open-book	Portfolio of three pieces of original writing for media purposes.  At least one 750 words; at least one for online publication.  Open-book		

## 6 Guidance on approaches to delivery and assessment

These qualifications prepare learners for work in diverse contexts where specialist media and communication skills are required. Boundaries between traditional disciplines and roles are permeable and graduates of these qualifications will be expected to adapt their knowledge and skills across creative industry sectors and in the wider economy. HNC/HND Media and Communication graduates are well-positioned to adapt to future roles that require creativity, critical thinking and flexibility. It is essential that learners engage responsibly and productively with experiences that prepare them for the challenges and benefits of both online and real-life media and communication contexts.

Confidence will be enhanced as learners master understanding of techniques for ideas generation in order to inspire and support their original creative thinking. They will find outlets to achieve creative satisfaction, taking an active role in their own progression as they develop skills in planning, time management, research and collaboration. At key stages they will evaluate their process and outcomes with a view to improving future performance. They will learn to use social and online tools responsibly and effectively to promote content and meet the needs of target audiences and other groups. Their communication will be at a high standard and they will present, pitch, explain and negotiate with confidence and they will develop their critical analysis of texts. Their creative outputs will be engaging and meet the project aims and objectives. The wide range of available specialist options allows learners to develop a multidisciplinary skillset that might encompass video, journalism, public relations (PR), event management, radio, podcasting, behavioural science and critical analysis. Throughout they will demonstrate compliance with relevant law and processes and commitment to sustainable and ethical practices.

In addition, working on live client briefs, showcasing project outputs outwith the centre and undertaking relevant work experience will increase confidence and help learners to prepare for employment or freelance work.

### 6.1 Sequencing/integration of units

It is intended that these qualifications are delivered as coherent, integrated programmes of study and that selected options reflect the needs of the learners and local and wider economies. The programmes are designed to support learners as they discover and put into practice strategies for original creative thinking. At an early stage they will be introduced to techniques for gathering ideas and strategies and sequencing should provide opportunities for developing these in a practical context. In timetabling, synergies between academic and practical outcomes should be sought in order that both elements inform each other. For instance, teaching law alongside journalism, or communication theory with interviewing skills, will allow learners to apply theory in practical scenarios.

Early in the HNC programme, good practice should be established by the introduction to Research Skills and the generic underpinning communication skills required across several mandatory units. It is likely that learners will benefit from insights to their vocational area early in the HNC programme in *Introduction to the Creative Economy*. This early focus on the requirements of employers and the creative economy will signal to learners the importance of enhancing their employability. From the outset learners should monitor and refresh their social profile and treat it as integral to their employability portfolio. Throughout the session, learners should be reminded of their legal and ethical responsibilities, even after they have completed *Law and the Media*. The *Writing for the Media* portfolios should be established early in the session and reviewed and updated on an ongoing basis.



Several centres approach these qualifications as integrated projects, mapping outcome assessments to specific project aims and objectives. If this is clearly outlined to learners with milestones and deadlines this can help to develop autonomous working, flexible practices and their own project planning. It can be useful to integrate the assessment of generic mandatory unit outcomes, such as those in *Analysing and Delivering Complex Oral Communication*, with specialist units such as those for presenting for radio and television. Where possible, assessment formats should reflect the interests and technical skills of learners: video essays and podcasts would, for instance, meet the evidence requirements of several units.

At both levels the graded unit should be undertaken when learners have acquired sufficient expertise to demonstrate their abilities. At HNC, due to the demands of developing competence across a broad range of disciplines, this is likely to be towards the final third of the programme. At HND, learners may start the session with an idea of the project they want to undertake and it will be helpful if tutors take this into account when planning delivery. It is likely that they will have started planning by the second third of the programme.

The content of each unit will be delivered through a series of lectures, practical workshops and interactions with industry and professionals. In addition, learners will demonstrate commitment to self-directed study and sharing knowledge. Individual and group tutorial sessions should be integral to the programme with a focus on goal setting, meeting aims and objectives and evaluating progress. By HND, learners will need less support but will still require the input of tutors and other specialist mentors to reflect on what is being learned and what is required. There are more double credit units at this level to allow greater depth of learning.

By the end of both awards the learning content will lead to the learner being able to create a portfolio of work to a professional standard. It is important to encourage and support opportunities for the internal and external showcasing of these outputs, both at this stage and throughout the session. The motivational benefits are considerable and they will be better equipped to deal with the rigours of industry if they are exposed to supportive critique from peers and others at key stages throughout the academic year. In addition, such an approach will extend the opportunities for networking, both in real life and online, and increase their potential to make a career in their chosen field. Relevant, structured work experience and placements are invaluable and tutors should wherever possible facilitate participation in such opportunities.

Some elements of the awards may be suitable for open learning.

## **6.2 Recognition of prior learning**

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ◆ HN Graded Units
- ◆ course and/or external assessments
- ◆ other integrative assessment units (which may or may not be graded)
- ◆ certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ◆ where there is an existing requirement for a licence to practise
- ◆ where there are specific health and safety requirements
- ◆ where there are regulatory, professional or other statutory requirements
- ◆ where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

### **6.2.1 Articulation and/or progression**

These qualifications may lead to articulation to degree programmes such as those listed in section 1. Each centre should negotiate local articulation agreements where feasible.

The content of the HND Media and Communication makes it most compatible with direct entry to year 3 of BA/BA (Hons) in Media and Communication(s), although progression from the HNC/HND to several other degree programmes in years 2 and 3 as shown in section 1 is also feasible.

### **6.2.2 Professional recognition**

Professional recognition may be established on a centre-by-centre basis where specific specialist pathways have been developed within the programme to meet, for instance, local business needs.

### **6.2.3 Transitional arrangements**

The existing G9C0 15 HNC Creative Industries: Media and Communication and G9C1 16 HND Creative Industries: Media and Communication were last revalidated in 2008. Since then, there have been significant changes in the sector. Units have undergone major revision. The following options for transition to the new frameworks are available:

- ◆ Learners who have been certificated for G9C0 15 HNC Creative Industries: Media and Communication will only be able to move to the new HND Media and Communication on a unit-by-unit credit transfer basis.
- ◆ Where learners have partially completed the G9C0 15 HNC Creative Industries: Media and Communication via a number of discrete units, credit transfer will need to be agreed on a unit-by-unit basis.
- ◆ Where learners have partially completed the G9C1 16 HND Creative Industries: Media and Communication via a number of discrete units, credit transfer will need to be agreed on a unit-by-unit basis.

## 6.2.4 Credit transfer

The knowledge and skills development in several units is sufficiently similar to justify credit transfer from the previous and corresponding new unit.

The following table highlights the units that have been revised as part of this review.

Previous unit	SQA credit value	Mandatory or Optional	New unit	SCQF credit value	Credit transfer conditions
D7XF 35 — Interpersonal and Group Skills  No embedded Core Skills.	1	M	J2JX 35 — Applying Interpersonal Communication Theory  <b>Embedded Core Skills:</b> Critical Thinking at SCQF level 6 Reviewing Co-operative Contribution at SCQF level 6 Working Co-operatively with Others at SCQF level 6	8	<b>Partial</b>  Also need to achieve:  Critical Thinking at SCQF level 6 Reviewing Co-operative Contribution at SCQF level 6 Working Co-operatively with Others at SCQF level 6
DH49 34 — Complex Oral Presentation  <b>Embedded Core Skills:</b> Oral Communication at SCQF level 6 Reviewing Co-operative Contribution at SCQF level 6 Working Co-operatively with Others at SCQF level 6	1	M	J2JR 34 — Analysing and Delivering Complex Oral Presentations  <b>Embedded Core Skills:</b> Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Reviewing Co-operative Contribution at SCQF level 6 Reviewing and Evaluating at SCQF level 6 Working Co-operatively at SCQF level 6	8	<b>Partial</b>  Also need to achieve:  Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Reviewing and Evaluating at SCQF level 6

			<b>Embedded Core Skills:</b> Oral Communication at SCQF level 6		
F608 35 — Communication: Promoting and Pitching  No embedded Core Skills.	1	M	J2JL 35 — Promoting and Pitching  <b>Embedded Core Skills:</b> Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Reviewing and Evaluating at SCQF level 6	8	<b>Partial</b>  Also need to achieve: Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Reviewing and Evaluating at SCQF level 6
F1WK 34 — English Language Skills: Correcting Creative Text  No embedded Core Skills.	1	M	J2HH 34 — Editing and Proofreading Text  <b>Embedded Core Skills:</b> Critical Thinking at SCQF level 6	8	<b>Partial</b>  Also need to achieve:  Critical Thinking at SCQF level 6
F6V7 34 — Creative Industries: Media and Communication: Graded Unit 1	1	M	J4DX 34 — Media and Communication: Graded Unit 1  <b>Embedded Core Skills:</b> Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Reviewing and Evaluating at SCQF level 6	8	<b>Partial</b>  Also need to achieve: Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Reviewing and Evaluating at SCQF level 6

F6V8 35 — Creative Industries: Media and Communication Graded Unit 2	2	M	J4DY 35 — Media and Communication: Graded Unit 2  <b>Embedded Core Skills:</b> Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Reviewing and Evaluating at SCQF level 6	16	<b>Partial</b>  Also need to achieve: Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Reviewing and Evaluating at SCQF level 6
F609 35 — Interviewing Skills  No embedded Core Skills.	1	M	J3W3 35 — Interviewing Skills  Problem Solving at SCQF level 6 Oral Communication at SCQF level 6.	8	<b>Partial</b>  Also need to achieve: Problem Solving at SCQF level 6 Oral Communication at SCQF level 6
F6JF 34 — Law and the Media  No embedded Core Skills.	1	M	J3J2 34 — Law and the Media  No embedded Core Skills.	8	<b>Full</b>
F69K 34 — Writing for the Media  No embedded Core Skills.	1	M	J1S4 34 — Writing for the Media  Embedded Core Skills: Critical Thinking at SCQF level 5	8	<b>Partial</b>  Also need to achieve: Critical Thinking at SCQF level 5

F60A 34 — Research Skills  No embedded Core Skills.	1	M	J1NC 34 — Research Skills  <b>Embedded Core Skills:</b> Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Reviewing and Evaluating at SCQF level 6	8	<b>Partial</b>  Also need to achieve:  Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Reviewing and Evaluating at SCQF level 6
F69J 35 — Writing for the Media: Advanced  No embedded Core Skills.	1	M	J1S3 35 — Writing for the Media: Advanced  Embedded Core Skills: Critical Thinking at SCQF level 6	8	<b>Partial</b>  Also need to achieve:  Critical Thinking at SCQF level 6
D7XJ 35 — Meeting Skills  No embedded Core Skills.	1	O	J2JY 35 — Meeting Skills  Embedded Core Skills: Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Working Co-operatively with Others at SCQF level 6	8	<b>Partial</b>  <b>Also need to achieve:</b>  Critical Thinking at SCQF level 6 Planning and Organising at SCQF level 6 Working Co-operatively with Others at SCQF level 6

D7MB 34 — Creative Writing for Vocational Purposes  No embedded Core Skills.	1	O	J3W4 34 — Creative Writing for Vocational Purposes  Embedded Core Skills: Written Communication at SCQF level 6	8	<b>Partial</b>  Also need to achieve:  Written Communication at SCQF level 6
D7LN 34 — Communication: Business Writing Skills  No embedded Core Skills.	1	O	J3WB 34 — Communication: Business Writing Skills  Embedded Core Skills: Written Communication at SCQF level 6	8	<b>Partial</b>  Also need to achieve:  Written Communication at SCQF level 6
D7M9 35 — Critical Analysis of Texts  No embedded Core Skills.	1	O	J2LC 35 — Critical Analysis of Texts  Embedded Core Skills: Critical Thinking at SCQF level 6	8	<b>Partial</b>  Also need to achieve:  Critical Thinking at SCQF level 6

## 6.3 Opportunities for e-assessment

The HNC and HND qualifications include some units which may be suitable for e-assessment. E-assessment is assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres that wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements within a unit are met, regardless of the mode of gathering evidence.

Graded units and others such as *Writing for the Media* and *Writing for the Media: Advanced* benefit from the use of e-portfolios. Where an aim of assessment content is online distribution through digital platforms, engagement and feedback can be tracked and analysed using analytic tools.

Teamworking and collaboration is enhanced by the formation of e-teams and the use of software: learners should be enabled to work online on shared documents, calendars and project plans. This provides evidence of individual contributions to group tasks. Clear boundaries and protocols should be set in order that projects do not intrude into personal lives.

Interviews and presentations may be delivered online through telecommunications apps with access to smart devices and better connections improving the quality of these experiences.

While these approaches are useful, on balance most activity will take place in centres with face-to-face interactions remaining central to delivery. Flexible part-time study with e-assessment may be a practical option where a learner is in employment in a relevant post or working elsewhere on a project.

Tutors can engage directly with learner materials distributed online with their engagements forming part of their feedback. They can also comment directly on files submitted using VLE and use checking tools to check plagiarism, authenticity, errors and word counts.

Centres must ensure adequate preparation is made to ensure the authenticity of the evidence provided by the learner. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.or.uk/e-assessment](http://www.sqa.or.uk/e-assessment).

## 6.4 Support materials

A **list of existing ASPs** is available to view on SQA's website.

## 6.5 Resource requirements

The HNC/HND Media and Communication awards are broad-based and it is unlikely that tutors will have experience of all disciplines. Some may come from an academic background, some from industry and freelancing. Delivery will be enhanced where staff support each other in sharing knowledge and skills and centres should provide additional training to allow staff to be flexible. It will be helpful if award teams are enabled to keep up to date with industry practices, for instance in health and safety and compliance. Due to the nature of the sector, specialist skills should be updated on a regular basis through staff development and input from professionals.



Where possible, tutors should have or be working towards gaining a relevant teaching qualification such as the Teaching Qualification in Further Education (TQFE).

Learners should be given access to industry-standard resources such as Personal Computers (PCs) which include software routinely used within industry. This would include a word processing package, internet browser and specialist software for areas such as desk top publishing, audio and video editing. Video and audio recording devices should be made available to learners. Many students will have access to smart devices such as phones and tablets and good data packages, but many will not; therefore, these should be available in the centre. Ideally, learners will be able to borrow kit for work on projects off-campus. The ration of kit to learners should be sufficient for learners to gain ample hands-on experience. A reliable wifi service will be required to facilitate mobile working.

The qualifications should be taught within an environment that is flexible enough to replicate a range of working spaces, for example, newsroom, meeting room, video edit suite and radio studio. Where possible, breakout spaces to facilitate project development and teamworking should be made available. Learners will benefit also from visiting real workplaces, both small and large. They should also be encouraged to take advantage of local centres devised to enhance vocational networking, perhaps arranging to meet there as a team. Wherever they are working, learners should comply with health and safety protocols and be familiar with required paperwork.

Access to guest speakers is recommended in order to help learners to build contacts and gain up-to-date insights into the industry and a range of working models and career paths. These and visits to universities will help learners to make the most informed choices for their future. Ideally, some of these contacts would lead to invaluable real-world experiences and placements in workplaces.

Where centres are particularly well-resourced in a specialism such as television or radio, they may be able to seek Creative Skillset accreditation. Creative Skillset is the industry body which supports skills and training for people and businesses to ensure that creative industries in the UK achieve and maintain their world class position. It works with industry to accredit practice-based courses that most effectively provide learners with the skills and knowledge required by employers in the Creative Industries. These courses are judged against a set of criteria which are a useful benchmark of requirements needed to meet industry standards. They can be found on the Creative Skillset website <http://www.creativeskillset.org>.

## 7 General information for centres

### Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All instruments of assessment used within these qualifications 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](http://www.sqa.org.uk/GuideToAssessment)).

## 8 Glossary of terms

**Embedded Core Skills:** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ learners may not be entered for the group award
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS)

**Graded Unit:** Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

**(Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
- ◆ no new centres may be approved to offer the group award
- ◆ centres should only enter learners whom they expect to complete the group award during the defined lapsing period

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used 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:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. 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.

**Subject unit:** Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.



## 9 General information for learners

### HNC/HND Media and Communication

This section will help you decide whether these qualifications are for you by explaining what the qualifications are about, what you should know or be able to do before you start, what you will need to do during programme delivery and opportunities for further learning and employment.

The HNC/HND Media and Communication qualifications are intended for those wishing to pursue a specialist career or develop creative thinking and a skillset that can be used in a broad range of media and communication roles. They combine academic study and practical learning to reflect the demands of the media and other industries. They also enhance your employment prospects in the wider creative and communication economy. In addition, they are designed to prepare you for direct entry into second or third year degree programmes.

### Who should apply?

People who want to do one or all of the following:

- ◆ be employed in a media or communication business or organisation
- ◆ work on a freelance basis on one or more media projects
- ◆ set up a media business or enterprise
- ◆ study how media and communication work
- ◆ enhance existing industry skillset
- ◆ make a career change
- ◆ progress to degree level study in a related vocational area

### What are the entry requirements?

These are at the discretion of the centre but you will get most out of your experience if you start with one or more of the following:

- ◆ Higher English or suitable equivalent which demonstrates skills in Communication at SCQF level 6

and one other suitable qualification at SCQF level 6 such as:

- ◆ another relevant Higher
- ◆ Foundation Apprenticeship or Diploma in Creative and Digital Media with Communication at SCQF level 6
- ◆ National Certificate Media or similar college Media programme with Communication at SCQF level 6
- ◆ National Progression Award in Film and Media/Creative and Digital Media/Journalism with Communication at SCQF level 6

or

- ◆ other relevant qualifications or work experience

You will also be invited to an interview and complete on the day a written piece which can be word-processed. You will be allowed to use spelling and grammar tools.

## Content of the awards

You will develop your production and analysis skills in general media and communication subjects that include:

- ◆ Promoting and pitching
- ◆ Social media
- ◆ Communication theory
- ◆ Research skills
- ◆ Oral presentation
- ◆ Editing and proofreading text
- ◆ Interviewing skills
- ◆ Writing for the media
- ◆ Media law

Across the qualifications, you will learn techniques to develop original creative ideas, work with increasing autonomy and enhance your general Core, key essential and employability skills, including: *Communication, Numeracy, Information and Communication Technology (ICT), Problem Solving, Working with Others*, planning and analysing, study skills, digital competence, using initiative, critical thinking, planning, goalsetting, time management and meeting deadlines.

In addition, you can choose to work in specialist areas such as video and radio production, journalism, desktop publishing and events management, depending on the expertise available at your centre. Your experiences in these will help you build a diverse skillset that can be applied in a wide range of contexts. In year 2 your study becomes more advanced and you will be required to work more independently, planning and developing projects with increasing confidence. You will be encouraged to take up opportunities for relevant work experience and foster networks online and in real life that will help you build your future career.

Throughout, you will build a varied portfolio that allows you to showcase your skills and creativity online and in other relevant outlets.

### How will I be assessed?

You will be assessed mainly by open-book assessments requiring research and accuracy, presentations and practical exercises often leading to content creation. Towards the end of your award programme, you will bring together what you have learned in a graded unit project on a topic of your choice.

### Where can I progress to?

You could go on to work for specialised media companies and organisations or in creative roles within the wider creative economy and other sectors. This could include permanent employment or more flexible freelance opportunities. You could also take up opportunities in specialised and generic communication and writing roles or become an entrepreneur with your own small media production enterprises. If employed, you are likely to work initially in entry level assistant roles in media productions, communications, marketing and events.

Possible roles include:

- ◆ Social media manager
- ◆ Multimedia content producer
- ◆ Digital media assistant
- ◆ Copywriter
- ◆ Researcher
- ◆ Proofreader
- ◆ Production assistant
- ◆ Runner
- ◆ Marketing/communications assistant
- ◆ PR officer
- ◆ Press officer
- ◆ Journalist
- ◆ Script writer
- ◆ Producer
- ◆ Editor
- ◆ Media technician
- ◆ Presenter
- ◆ Event manager
- ◆ Edit assistant
- ◆ Camera assistant
- ◆ Music promoter

In all areas your ability to use social and digital tools strategically will be sought after. These qualifications also prepare you for direct entry into second and third year of related degree programmes such as BA/BA (Hons) Media and Communication(s) or more specialist studies.