



# **Group Award Specification for:**

## **SQA Advanced Certificate in Media and Communication**

**Group Award code — GV34 47**

## **SQA Advanced Diploma in Media and Communication**

**Group Award code — GV33 48**

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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 Higher Education institutions of the aims and purpose of the qualification
- ◆ provide details of the range of learners that the qualification is suitable for and the progression opportunities

## **1.1 The title of the qualifications**

The SQA Advanced Certificate/Diploma in 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 SQA Advanced awards. Although there remain strong links between these qualifications and the sub-sectors they represent, the proposed new titles — SQA Advanced Certificate/Diploma in 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 SQA Advanced Certificate in Media and Communication award sits at SCQF level 7 and the SQA Advanced Diploma in 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

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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 SQA Advanced Certificate/Diploma in 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 SQA Advanced Certificate 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 SQA Advanced Diploma in Media and Communication. Some learners with an SQA Advanced Certificate who have previously specialised in a related subject or decided on a new direction of study may opt to undertake a second SQA Advanced Certificate, ie the SQA Advanced Certificate in Media and Communication, in order to achieve a more broad-based SQA Advanced Diploma.

### **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 SQA Advanced Certificate/Diploma 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

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- 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 SQA Advanced Certificate/Diploma 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 qualification at this level in Media/Communication. The awards were also seen as suitable as part-time staff development/training courses.

### **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 SQA Advanced Certificate/Diploma in 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 SQA Advanced Certificate being accepted directly to the second year of an appropriate degree course, while achievement of the SQA Advanced Diploma 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.

## **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 SQA Advanced Certificate/Diploma in Media and Communication entry, exit and destination points

These awards are designed to fulfil 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 (now Screen Skills) has developed a wide range of aligned National Occupational Standards (NOS).

**Practical writing exercise — form and length at the discretion of the centre**

**Two of below at SCQF level 6**

Typical entry requirements	Exit SCQF level 7	Destination	Exit SCQF level 8	Destination
<p><b>Higher</b></p> <ul style="list-style-type: none"> <li>• English (or equivalent)*</li> <li>• Media</li> <li>• Modern Studies</li> <li>• any other</li> </ul> <p><b>Foundation Apprenticeship</b></p> <ul style="list-style-type: none"> <li>• Creative and Digital Media</li> </ul>	<p><b>SQA Advanced Certificate</b></p> <ul style="list-style-type: none"> <li>• Media and Communication</li> </ul>	<p><b>SQA Advanced Diploma — year 2</b></p> <ul style="list-style-type: none"> <li>• Media and Communication</li> </ul> <p><b>or</b></p> <p><b>MA/MA (Hons) — year 1</b></p> <ul style="list-style-type: none"> <li>• Film and Television Studies</li> <li>• English Literature</li> <li>• English and Film</li> </ul>	<p><b>SQA Advanced Diploma</b></p> <ul style="list-style-type: none"> <li>• Media and Communication</li> </ul>	<p><b>BA/BA (Hons) — year 2</b></p> <ul style="list-style-type: none"> <li>• Film and Media</li> <li>• Media and Communications</li> </ul> <p><b>BA/BA (Hons) — year 3</b></p> <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> </ul>

**SQA Advanced Certificate/Diploma**

Typical entry requirements	Exit SCQF level 7	Destination	Exit SCQF level 8	Destination
<p><b>National Certificate (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>*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>		<ul style="list-style-type: none"> <li>• Journalism Studies</li> <li>• Journalism (Sport)</li> </ul>

## 2 Qualifications structure

### 2.1 Structure

#### SQA Advanced Certificate

The SQA Advanced Certificate Design Principles are:

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

The structure of the SQA Advanced Certificate in Media and Communication award was agreed following detailed consultation with industry, Further/Higher Education institutions and students. It has been designed to meet the current and emerging needs of the sector. It sits 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 SQA Advanced Certificate 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.

#### SQA Advanced Certificate mandatory units (56 SCQF points at level 7)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2LK	47	Analysing and Delivering Complex Oral Presentations	1	8	7
J780	47	Editing and Proofreading Text	1	8	7
J782	47	Introduction to Working in the Creative Economy	1	8	7
J7GJ	47	Media and the Law	1	8	7
J1NB	47	Research Skills	1	8	7
J787	47	Writing for the Media	1	8	7
J77N	47	Media and Communication: Graded Unit 1	1	8	7
<b>Total in mandatory</b>			<b>7</b>	<b>56</b>	

**SQA Advanced Certificate 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
J532	47	Creative Industries: An Introduction	1	8	7
J7LK	48	Film Studies for New Media	1	8	8
J7LL	47	Film Theory	1	8	7
J7EY	47	Media Analysis: Semiotics, Representation and Ideology	1	8	7
J785	47	Narrative and Genre in Comics and Animation	1	8	7
J7EW	48	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
J77R	48	Applying Interpersonal Communication Theory	1	8	8
J77S	48	Communication and Attitudes Research	1	8	8
HP75	47	Communication: Business Communication	1	8	7
J77T	47	Communication: Business Writing Skills	1	8	7
J786	48	Promoting and Pitching	1	8	8
J77V	48	Communication: Social Media Advanced	2	16	8
J77W	47	Creative Writing for Vocational Purposes	1	8	7
J77X	48	Critical Analysis of Texts	1	8	8
J781	48	Interviewing Skills	1	8	8
J783	47	Literature: Close Reading Skills	1	8	7
J784	48	Meeting Skills	1	8	8
J789	48	Writing for the Media: Advanced	1	8	8

**Multimedia and Journalism**

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J79F	47	Audio Visual Techniques for Multimedia Applications	2	16	7
J1GN	47	Social Media	1	8	7
J7J0	47	Digital Video Journalism	1	8	7
J78C	47	Journalism: An Introduction	1	8	7
J78B	48	Journalism Skills: Advanced	2	16	8
J78E	48	Journalism: Sub Editing Advanced	1	8	8
J78G	47	Magazine Journalism	1	8	7

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4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J78A OR J7YC	48 48*	Digital Journalism	2	16	8
J78D	47	Journalism: Feature Writing	1	8	7
J78H	47	News Writing	2	16	7
J5AK	47	Shorthand as a Skill (Introductory) (60 wpm)	2	16	7
J5AL	48	Shorthand as a Skill (Speed Development 1) (70 wpm)	1	8	8
J5AM	48	Shorthand as a Skill (Speed Development 2) (80 wpm)	1	8	8
HT42	47	Photography: An Introduction	1	8	7
J7LM	48	Photography: Documentary	2	16	8
J7LN	47	Photography: Portraiture	2	16	7
J78P	48	Podcasting	1	8	8
J78S	47	Radio Interviewing	1	8	7
J78T	47	Radio Music Programme Production	1	8	7
J78V	47	Radio Presentation	1	8	7
J78W	47	Radio Production 1: Analysing and Producing Radio Programmes	1	8	7
J78X	48	Radio Production 2: Producing Programmes in a Range of Styles	2	16	8
J791	47	Scripting and Presenting for Radio Information Bulletins	1	8	7
J793	47	Script Writing for Radio	1	8	7
J79A	47	Working in Radio	1	8	7
J790	48	Radio: Producing Online Content	1	8	8
J78Y	48	Radio: Law: Ethics and Compliance	1	8	8
J533	47	Camera: An Introduction	1	8	7
J534	47	Editing: An Introduction	1	8	7
J795	48	Television Production Management: Factual Programmes	2	16	8
J796	48	Television Production Management: Non-Factual Programmes	2	16	8
J797	48	Using a Single Camera in a Television Production Team	2	16	8
J794	47	Television: Planning and Production	1	8	7
J798	47	Video Production 1: Planning and Production	1	8	7
J799	48	Video Production 2: Making a Video Programme	2	16	8
J538	47	Animation: An Introduction	1	8	7

## SQA Advanced Certificate/Diploma

### Advertising, Marketing and PR

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HT5Y	47	Advertising: The Advertising Industry	1	8	7
J78M	48	Advertising: Developing a Campaign	1	8	8
J7EX	47	Media Analysis: Advertisements	1	8	7
HP6N	47	Marketing: An Introduction	1	8	7
J26P	47	Public Relations: Principles and Practice	1	8	7
J26R	48	Public Relations: Strategic Analysis, Planning and Application	2	16	8
HR33	47	Digital Marketing Communications: An Introduction	1	8	7
HX5J	47	Digital Marketing Communications: Content Development	1	8	7
HX5K	47	Digital Marketing Communications: Web Site Tools and Techniques	1	8	7
HP09	48	Marketing Planning: Domestic Market	2	16	8
J1GM	47	Marketing Practice: An Introduction	1	8	7
HR32	48	Marketing: Using Digital Media	1	8	8

### Promotions and Events

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2W7	47	Music Industry Promotions	1	8	7
HV7H	47	Organising an Event	2	16	7
J7LP	47	Music Industry: Marketing and Promotion	2	8	7

### Digital

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HR81	47	Digital Culture: Online Communication	1	8	7
J52N	47	Art and Design: Desk Top Publishing and Layout	1	8	7
J26M	47	Communication: Using Information Technology and Desk Top Publishing	1	8	7
HV6P	48	Internet Theory and Practice	1	8	8
J79G	48	Internet Web Development	2	16	8
HT5J	47	Web Design: An Introduction	1	8	7
HR8R	47	Website Design: Multimedia Content Creation	1	8	7

## **SQA Advanced Certificate/Diploma**

**General option (a maximum of two 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>
J78N	48	Creative Industries: Enterprise Activity	1	8	8
J7HP	47	Freelance Working Skills	1	8	7
HP6M	47	Personal Development Planning	1	8	7
HR0X	47	Personal Enterprise Skills	1	8	7
HP4X	47	Work Placement	1	8	7

## SQA Advanced Certificate/Diploma

### SQA Advanced Diploma

The SQA Advanced Diploma Design Principles are:

- SQA Advanced Diplomas shall be designed to be at SCQF level 8 and shall comprise 240 SCQF credit points.
- SQA Advanced Diplomas should incorporate 64 SCQF credit points at SCQF level 8.
- SQA Advanced Diploma programmes shall incorporate opportunities for learners to develop Core Skills.
- SQA Advanced Diplomas should clearly include opportunities for learners to develop Core Skills to levels required by the occupations or progression pathways the SQA Advanced qualifications support. This would mean all five Core Skills should be developed in every SQA Advanced programme.
- SQA Advanced Diplomas should include a mandatory section of at least 96 SCQF points, including graded units.
- SQA Advanced Diplomas 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 SQA Advanced Diploma in 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 institutions and learners. It sits 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 SQA Advanced Diploma programme there are opportunities for learners to develop all five Core Skills to support their future pathways. The graded unit is a double credit 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.

### SQA Advanced Diploma mandatory units (64 SCQF points at level 8)

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2LK	47	Analysing and Delivering Complex Oral Presentations	1	8	7
J780	47	Editing and Proofreading Text	1	8	7
J782	47	Introduction to Working in the Creative Economy	1	8	7
J7GJ	47	Media and the Law	1	8	7
J1NB	47	Research Skills	1	8	7
J787	47	Writing for the Media	1	8	7
J77N	47	Media and Communication: Graded Unit 1	1	8	7
J77R	48	Applying Interpersonal Communication Theory	1	8	8
J786	48	Promoting and Pitching	1	8	8
J77V	48	Communication: Social Media Advanced	2	16	8
J781	48	Interviewing Skills	1	8	8

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J789	48	Writing for the Media: Advanced	1	8	8
J77P	48	Media and Communication: Graded Unit 2	2	16	8
<b>Total in mandatory</b>			<b>15</b>	<b>120</b>	

### SQA Advanced Diploma 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
J532	47	Creative Industries: An Introduction	1	8	7
J7LK	48	Film Studies for New Media	1	8	8
J7LL	47	Film Theory	1	8	7
J7EY	47	Media Analysis: Semiotics, Representation and Ideology	1	8	7
J785	47	Narrative and Genre in Comics and Animation	1	8	7
J7EW	48	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
J77S	48	Communication and Attitudes Research	1	8	8
HP75	47	Communication: Business Communication	1	8	7
J77T	47	Communication: Business Writing Skills	1	8	7
J77W	47	Creative Writing for Vocational Purposes	1	8	7
J77X	48	Critical Analysis of Texts	1	8	8
J783	47	Literature: Close Reading Skills	1	8	7
J784	48	Meeting Skills	1	8	8

#### Multimedia and Journalism

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J79F	47	Audio Visual Techniques for Multimedia Applications	2	16	7
J1GN	47	Social Media	1	8	7
J7J0	47	Digital Video Journalism	1	8	7
J78C	47	Journalism: An Introduction	1	8	7
J78B	48	Journalism Skills: Advanced	2	16	8
J78E	48	Journalism: Sub Editing Advanced	1	8	8
J78G	47	Magazine Journalism	1	8	7

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4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J78A OR J7YC	48 48*	Digital Journalism	2	16	8
J78D	47	Journalism: Feature Writing	1	8	7
J78H	47	News Writing	2	16	7
J5AK	47	Shorthand as a Skill (Introductory) (60 wpm)	2	16	7
J5AL	48	Shorthand as a Skill (Speed Development 1) (70 wpm)	1	8	8
J5AM	48	Shorthand as a Skill (Speed Development 2) (80 wpm)	1	8	8
HT42	47	Photography: An Introduction	1	8	7
J7LM	48	Photography: Documentary	2	16	8
J7LN	47	Photography: Portraiture	2	16	7
J78P	48	Podcasting	1	8	8
J78R	48	Podcasting as a Business	1	8	8
J78S	47	Radio Interviewing	1	8	7
J78T	47	Radio Music Programme Production	1	8	7
J78V	47	Radio Presentation	1	8	7
J78W	47	Radio Production 1: Analysing and Producing Radio Programmes	1	8	7
J78X	48	Radio Production 2: Producing Programmes in a Range of Styles	2	16	8
J793	47	Script Writing for Radio	1	8	7
J791	47	Scripting and Presenting for Radio Information Bulletins	1	8	7
J79A	47	Working in Radio	1	8	7
J790	48	Radio: Producing Online Content	1	8	8
J78Y	48	Radio: Law: Ethics and Compliance	1	8	8
J533	47	Camera: An Introduction	1	8	7
J534	47	Editing: An Introduction	1	8	7
J795	48	Television Production Management: Factual Programmes	2	16	8
J796	48	Television Production Management: Non- Factual Programmes	2	16	8
J797	48	Using a Single Camera in a Television Production Team	2	16	8
J794	47	Television: Planning and Production	1	8	7
J798	47	Video Production 1: Planning and Production	1	8	7
J799	48	Video Production 2: Making a Video Programme	2	16	8

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4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J538	47	Animation: An Introduction	1	8	7
J7MG	48	Television Directing: Multi-Camera	2	16	8

**Advertising, Marketing and PR**

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HT5Y	47	Advertising: The Advertising Industry	1	8	7
J78M	48	Advertising: Developing a Campaign	1	8	8
J7EX	47	Media Analysis: Advertisements	1	8	7
HP6N	47	Marketing: An Introduction	1	8	7
J26P	47	Public Relations: Principles and Practice	1	8	7
J26R	48	Public Relations: Strategic Analysis, Planning and Application	2	16	8
HR33	47	Digital Marketing Communications: An Introduction	1	8	7
HX5J	47	Digital Marketing Communications: Content Development	1	8	7
HX5K	47	Digital Marketing Communications: Web Site Tools and Techniques	1	8	7
HP09	48	Marketing Planning: Domestic Market	1	8	8
J1GM	47	Marketing Practice: An Introduction	1	8	7
HR32	48	Marketing Communications: Using Digital Media	1	8	8

**Promotions and Events**

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J2W7	47	Music Industry Promotions	1	8	7
HV7H	47	Organising an Event	2	16	7
J7LP	47	Music Industry: Marketing and Promotion	2	16	7

**Digital**

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
HR81	47	Digital Culture: Online Communication	1	8	7
J52N	47	Art and Design: Desk Top Publishing and Layout	1	8	7
J26M	47	Communication: Using Information Technology and Desk Top Publishing	1	8	7
HV6P	48	Internet Theory and Practice	1	8	8

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4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J79G	48	Internet Web Development	2	16	8
HT5J	47	Web Design: An Introduction	1	8	7
HR8R	47	Website Design: Multimedia Content Creation	1	8	7

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

### Employability

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J78N	48	Creative Industries: Enterprise Activity	1	8	8
J7HP	47	Freelance Working Skills	1	8	7
HP6M	47	Personal Development Planning	1	8	7
HR0X	47	Personal Enterprise Skills	1	8	7
HP4X	47	Work Placement	1	8	7

## **3 Aims of the qualifications**

The SQA Advanced Certificate/Diploma in 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 SQA Advanced Certificate**

- ◆ 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 SQA Advanced Diploma**

- ◆ 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 SQA Advanced Certificate/Diploma 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 SQA Advanced Diploma 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 the SQA Advanced Diploma 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 this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience, or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team as guidance only.

Learners would benefit from having attained the skills, knowledge, and understanding required by one or more of the following or equivalent qualifications and/or experience:

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

English for Speakers of Other Languages, Common European Framework of Reference C1

**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 SQA Advanced Certificate/Diploma in 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 SQA Advanced Certificate/Diploma in Media and Communication programme is the most appropriate to their needs.

Centres deliver 15 credits in SQA Advanced Certificate/Diploma year 1 which include the SQA Advanced Certificate mandatory units. Entry to the SQA Advanced Diploma programme will normally require achievement of all of these. It is, however, possible to achieve an SQA Advanced Certificate in 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 the SQA Advanced Diploma.

## 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 would be used to identify whether additional learning support needs should 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>
<p><b>Numeracy</b></p> <p>Using Graphical Information Apply a wide range of graphical skills to interpret and present complex information in everyday situations.</p> <p>Using Number Apply, in combination, a wide range of numerical methods to solve complex problems in everyday and specialised situations.</p>	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>

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
<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>
<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**

The SQA Advanced Certificate/Diploma in 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 teamworking skills. Listening and responding well to others were critical skills for freelancers. Being able to rise above negative experiences and develop resilience 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

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- ◆ 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

### SQA Advanced Certificate and SQA Advanced Diploma — 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	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8	Aim 9
J77R 48	Applying Interpersonal Communication Theory	X	X	X	X	X			X	X
J2LK 47	Analysing and Delivering Complex Oral Presentations	X	X	X	X				X	X
J786 48	Promoting and Pitching	X	X	X	X	X			X	X
J77V 48	Communication: Social Media Advanced	X	X	X	X	X	X	X	X	X
J780 47	Editing and Proofreading Text	X	X	X		X		X	X	X
J77N 47	Graded Unit 1	X	X	X	X	X	X	X	X	X
J77P 47	Graded Unit 2	X	X	X	X	X	X	X	X	X
J781 48	Interviewing Skills	X	X	X	X	X	X		X	X
J782 47	Introduction to Working in the Creative Economy	X	X	X	X	X	X	X	X	X
J78L 47	Law and the Media	X	X		X		X	X	X	X
J1NB 47	Research Skills	X	X		X		X	X	X	X
J787 47	Writing for the Media	X	X	X	X	X	X	X	X	X
J789 47	Writing for the Media: Advanced	X	X	X	X	X	X	X	X	X

## SQA Advanced Certificate/Diploma

### SQA Advanced Certificate — 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	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7	Aim 8
J2LK 47	Analysing and Delivering Complex Oral Presentations	X	X	X	X			X	X
J780 47	Editing and Proofreading Text	X	X		X		X		X
J77N 47	Graded Unit 1	X	X	X	X	X	X	X	X
J782 47	Introduction to Working in the Creative Economy	X	X	X	X	X	X	X	X
J78L 47	Law and the Media		X	X		X	X	X	X
J1NB 47	Research Skills	X	X	X	X			X	X
J787 47	Writing for the Media	X	X		X	X	X	X	X

### SQA Advanced Diploma — 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.

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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	Aim 1	Aim 2	Aim 3	Aim 4	Aim 5	Aim 6	Aim 7
J77R 48	Applying Interpersonal Communication Theory	X	X	X	X	X	X	X
J2LK 47	Analysing and Delivering Complex Oral Presentations	X	X				X	X
J786 47	Promoting and Pitching	X	X	X	X	X	X	X
J77V 48	Communication: Social Media Advanced	X	X	X	X	X	X	X
J780 47	Editing and Proofreading Text	X	X	X			X	X
J77N 47	Graded Unit 1	X	X	X	X	X	X	X
J77P 48	Graded Unit 2	X	X	X	X	X	X	X
J781 48	Interviewing Skills	X	X	X			X	X
J782 47	Introduction to Working in the Creative Economy	X	X	X		X	X	X
J78L 47	Law and the Media	X	X	X		X	X	X
J1NB 47	Research Skills	X	X	X	X		X	X
J787 47	Writing for the Media	X	X	X		X	X	X
J789 48	Writing for the Media: Advanced	X	X	X		X	X	X

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

Ref	Unit	Business sector/suite
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

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Ref	Unit	Business sector/suite
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

### National Occupational Standard Mapping within units

Code	Unit Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
J77R 48	Applying Interpersonal Communication Theory	X		X			X	X											
J2LK 47	Analysing and Delivering Complex Oral Presentations	X				X													X
J786 48	Promoting and Pitching	X	X	X	X	X	X	X	X	X	X						X		X
J77V 48	Communication: Social Media Advanced	X	X	X		X	X	X		X	X	X						X	
J780 47	Editing and Proofreading Creative Text	X	X	X														X	X
J77N 47	Graded Unit 1	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	

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Code	Unit Title	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
J77P 48	Graded Unit 2	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
J781 48	Interviewing Skills	X	X		X	X					X	X	X	X	X	X	X	X	X
J782 47	Introduction to Working in the Creative Economy	X	X	X		X	X	X	X			X							
J78L 47	Law and the Media	X																	X
J1NB 47	Research Skills	X	X	X		X	X	X			X								X
J787 47	Writing for the Media	X	X	X	X	X	X	X	X		X	X						X	X
J789 47	Writing for the Media: Advanced	X	X	X	X	X	X	X	X		X	X						X	X

### Professional Bodies

1. Society of Editors and Proofreaders	5 Digital Marketing Institute
2. Chartered Institute of Public Relations	6 National Union of Journalists
3. The Chartered Institute of Marketing	7 National Council for the Training of Journalists
4. The Law Society	8 Association for International Broadcasting.

Code	Unit Title	1	2	3	4	5	6	7	8
J786 48	Promoting and Pitching		X	X		X			
J77V 48	Communication: Social Media Advanced					X			
J780 47	Editing and Proofreading Creative Text	X							
J77N 47	Graded Unit 1	X	X	X	X	X	X	X	X

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J77P 48	Graded Unit 2	X	X	X	X	X	X	X	X
J781 48	Interviewing Skills						X	X	
J782 47	Introduction to Working in the Creative Economy					X			
J78L 47	Law and the Media	X	X	X	X	X	X	X	X
J1NB 47	Research Skills	X	X	X	X	X	X	X	X
J787 47	Writing for the Media	X	X				X	X	X
J789 48	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.

Code	Title	Communication: Written (reading)	Communication: Written (writing)	Communication: Oral	Numeracy: Using number	Numeracy: Using graphical information	ICT: Accessing information	ICT: Providing/creating information	Problem Solving: Critical thinking	Problem Solving: Planning and organising	Problem Solving: Reviewing and evaluating	Working with Others: Working Co-operatively with others	Working with Others: Reviewing co-operative contribution
J77R 47	Applying Interpersonal Communication theory	X	X	X			X	X	E	X	X	E	E
J2LK 47	Analysing and Delivering Complex Oral Presentations			E					E	E	E	E	E
J786 48	Promoting and Pitching	X	X	X			X	X	E	E	E		
J77V 48	Communication: Social Media Advanced	X	X		X	X	X	E	E	E	E		
J780 47	Editing and Proofreading Creative Text	X	X				X	X	E	X	X	X	X
J77N 47	Graded Unit 1	X	X	X	X	X	X	X	X	X	X	X	X
J77P 48	Graded Unit 2	X	X	X	X	X	X	X	X	X	X	X	X
J781 48	Interviewing Skills			E			X		E	E	E	X	X
J782 47	Introduction to Working in the Creative Economy	X	X		X	X	X	X	X	X	X		
J78L 47	Law and the Media	X	X				X		X		X		
J1NB 47	Research Skills	X	X	X	X	X	X	X	E	E	E	X	X
J787 47	Writing for the Media	X	X				X	X	E	X	X		

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Code	Title	Communication: Written (reading)	Communication: Written (writing)	Communication: Oral	Numeracy: Using number	Numeracy: Using graphical information	ICT: Accessing information	ICT: Providing/creating information	Problem Solving: Critical thinking	Problem Solving: Planning and organising	Problem Solving: Reviewing and evaluating	Working with Others: Working Co-operatively with others	Working with Others: Reviewing co-operative contribution
J789 48	Writing for the Media: Advanced	X	X				X	X	E	X	X		

**E = Embedded**

### 5.4 Assessment strategy for the qualifications

Unit	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>	
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>	

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<b>Unit</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>
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>
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>	

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

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<b>Unit</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>
Law and the Media	Explanation of the law of Contempt of Court in relation to those working in the media.  Sampled  Open-book, supervised	Explanation of the law of Copyright in relation to those working in the media.  Sampled  Open-book, supervised	Explanation of the law of Defamation in relation to those working in the media.  Sampled  Open-book, supervised	Outline of the effects of regulatory bodies and voluntary controls on the media.  Sampled  Open-book, supervised
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		

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<b>Unit</b>	<b>Outcome 1</b>	<b>Outcome 2</b>	<b>Outcome 3</b>	<b>Outcome 4</b>
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. SQA Advanced Certificate/Diploma in 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 out with 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 SQA Advanced Certificate 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 SQA Advanced Certificate 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

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ethical responsibilities, even after they have completed *Media and the Law*. 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 SQA Advanced Certificate, 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 SQA Advanced Diploma, 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 SQA Advanced Diploma year 2, 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.

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

- ◆ SQA Advanced graded units
- ◆ course and/or external assessments
- ◆ other integrative assessment units (which may or 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 license to practice
- ◆ 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 may be found on our website: [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA unit(s) 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 SQA Advanced Diploma in 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 SQA Advanced Certificate/SQA Advanced Diploma 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.

## **6.3 Opportunities for e-assessment**

The SQA Advanced Certificate and SQA Advanced Diploma 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.

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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 Supporting materials**

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

### **6.5 Resource requirements**

#### **Teaching staff**

The SQA Advanced Certificate/SQA Advanced Diploma in 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.

Staff should also be encouraged to undertake the following:

#### **Lecturers/Tutors**

Lecturers/tutors should hold an appropriate teaching qualification, for example:

- Teaching Qualification Further Education (TQFE)

#### **Assessors**

Assessors should hold an appropriate assessing qualification, for example:

- Teaching Qualification Further Education (TQFE) plus CPD to meet current NOS
- GM4L 48 Conduct the Assessment Process

#### **Internal verifiers**

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Internal verifiers should hold an appropriate internal verification qualification, for example

- GM4M 48 Conduct the Internal Verification Process

### **Other resources**

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 Wi-Fi 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 ScreenSkills endorsement. ScreenSkills is the industry body that 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 endorse 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 ScreenSkills website <https://www.screenskills.com/>.

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

## 8 Glossary of terms

**Embedded Core Skills:** 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:

- ◆ Candidates 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 candidates 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 one 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 SQA Advanced unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. SQA Advanced Certificates and SQA Advanced Diplomas are available at SCQF levels 7 and 8, respectively. SQA Advanced 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:** These contain vocational/subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** These refer to opportunities to develop Core Skills in learning and teaching, but are not automatically certificated.

## 9 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. Centres are advised to check SQA Connect to confirm that they are using the most up-to-date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ no new centres may be approved to offer the unit which has been revised.
- ◆ centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date
02	<b>Revision of Unit:</b> J78A Digital Journalism has been revised by J7YC 48 Digital Journalism and will finish on 31/07/2027.	01/11/23

### Acknowledgements

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced qualifications.

### Further information

Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our [Centre Feedback Form](#).

## **10 General information for learners**

### **SQA Advanced Certificate/Diploma in Media and Communication**

This information 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 SQA Advanced Certificate/Diploma in 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 National Progression Award in Creative and Digital Media and Communication at SCQF level 6
  - National Certificate in Media or similar college Media programme and Communication at SCQF level 6
  - National Progression Award in Film and Media /Journalism and 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

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- 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.