

NextGen: HN unit specification

Social Media for the Creative Industries (SCQF level 7)

Unit code: JYH0 47

SCQF level: 7 (8 SCQF credit points)

Valid from: August 2026

This unit specification provides detailed information about the unit to ensure consistent and transparent assessment year on year. It is for lecturers and assessors, and contains all the mandatory information you need to deliver and assess the unit.

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Contents

Unit purpose	1
Unit outcomes	2
Knowledge and skills.....	4
Meta-skills.....	6
Literacies	8
Learning for Sustainability	9
Delivery of unit	10
Additional guidance.....	11
Equality and inclusion	16
Information for learners.....	17
Administrative information.....	20

Unit purpose

This unit introduces learners to social media and how this communication tool can be used to maximise the marketing reach of a project, business or campaign. Learners develop investigative skills as they explore different aspects of social media, and its success as a marketing tool. They develop their skills in using social media, as a marketing and communication tool, by creating their own social media marketing campaign and evaluating its success.

The content is ideal for learners studying art and design, or similar creative subjects.

Entry to the unit is at your centre's discretion. Before they start the unit, it would be beneficial if learners had competence in using computer hardware and software for design applications.

Learners can study this unit as part of a Higher National Certificate (HNC) or Higher National Diploma (HND). They can also study it as a stand-alone unit when it is contextualised to a specific discipline.

Unit outcomes

Learners who complete this unit can:

1. research key aspects of social media
2. research techniques and strategies used to maximise social media marketing campaigns
3. create a social media marketing campaign in response to a project brief
4. evaluate a social media marketing campaign

Evidence requirements

You must give learners a brief that covers the evidence requirements for all four outcomes.

Following a given brief, learners produce written and/or oral recorded evidence that shows their relevant knowledge and skills.

You must ensure that this evidence is the learner's own work.

Outcome 1

Learners must produce evidence to show they can:

- identify a minimum of **two** social media platforms and describe their construction
- identify a range of social media tools within each platform and describe their function
- identify and describe current social media methodologies and terminology in relation to these tools
- outline the key issues surrounding social media etiquette

Outcome 2

For a minimum for **three** social media marketing campaigns, learners must produce evidence to show they can:

- identify and describe social reach and viral marketing techniques used
- identify and describe a minimum of **three** different methods of audience engagement used
- identify and describe a minimum of **three** linking and participation strategies used
- provide links to each campaign, crediting all sources
- evaluate the success of each campaign based on the techniques and strategies used

Outcome 3

Learners must produce evidence to show they can:

- design a central webspace to host a social media marketing campaign
- select a minimum of **two** different social media platforms and provide links to them from the webspace
- co-ordinate the graphic and aesthetic elements of the selected platforms
- provide a range of content on the selected platforms

Outcome 4

Learners must produce evidence to show they can:

- collate and analyse results and statistics to evaluate the success of the social media campaign

Knowledge and skills

Knowledge	Skills
Outcome 1 Learners should understand: • social media platforms • social media tools • how to use AI to help create social media strategies and plans • social media methodologies and terminology • social media etiquette	Outcome 1 Learners can: • identify and describe social media platforms and tools • identify and describe current methodologies and terminology in relation to social media tools • outline issues related to social media etiquette
Outcome 2 Learners should understand: • social reach • viral marketing techniques • search engine optimisation • audience engagement methods • linking and participation strategies	Outcome 2 Learners can: • identify and describe techniques and strategies used in social media marketing campaigns • evaluate the success of a social media marketing campaign
Outcome 3 Learners should understand: • webspace design • social media marketing • design and layout personalisation • content material	Outcome 3 Learners can: • design a webspace • link social media platforms to a webspace • co-ordinate graphics and the aesthetics of social media platforms • create a range of content for social media platforms

Knowledge	Skills
Outcome 4 Learners should understand: • statistical analysis • platform analytics: ○ reach ○ engagement ○ impressions ○ followers	Outcome 4 Learners can: • evaluate the success of the social media campaign using platform analytics

Meta-skills

You must give learners opportunities to develop their meta-skills throughout this unit. We have suggested how to incorporate the most relevant ones into the unit content, but you may find other opportunities.

Self-management

This includes focusing, integrity, adapting and initiative. The most relevant are:

- focusing:
 - managing time effectively to plan, create, schedule and publish consistent content across multiple platforms
- integrity:
 - demonstrating ethical practice by using appropriate social media etiquette
- adapting:
 - responding to changes in platform algorithms, trends and audience behaviour by adjusting content and strategies
- initiative:
 - identifying opportunities for promotion, collaboration and audience growth

Social intelligence

This includes communicating, feeling, collaborating and leading. The most relevant are:

- communicating:
 - tailoring tone, format and messaging to suit different online audiences and platforms

- feeling:
 - demonstrating empathy and cultural awareness when engaging with online communities and responding to feedback
- collaborating:
 - working with peers, creatives or external audiences through shared content, challenges or cross-promotion
- leading:
 - taking responsibility for directing the creative vision and identity of a personal or group campaign

Innovation

This includes curiosity, creativity, sense-making and critical thinking. The most relevant are:

- curiosity:
 - exploring emerging platforms, tools and trends such as short-form video, live streaming, AI-assisted content and creator marketplaces
- creativity:
 - producing original, engaging visual and narrative content that reflects personal artistic identity
- sense-making:
 - interpreting analytics and audience responses to understand what content engages people and why
- critical thinking:
 - questioning the effectiveness, ethics and sustainability of social media marketing approaches

Literacies

This unit provides opportunities to develop the following literacies.

Numeracy

Learners develop numeracy skills by:

- analysing engagement statistics such as likes, shares, comments, reach and conversion rates
- comparing performance data across platforms to inform future content decisions

Communication

Learners improve their communication skills by:

- presenting research findings clearly using written, visual or recorded formats
- communicating creative intent, brand identity and professional information to online audiences

Digital

Learners improve their digital literacy skills by:

- using digital platforms, tools and software to create, edit, publish and manage content
- understanding digital safety, privacy settings and responsible online behaviour

Learning for Sustainability

Throughout this unit, you should encourage learners to develop their skills, knowledge and understanding of sustainability.

This includes:

- a general understanding of social, economic and environmental sustainability
- a general understanding of the United Nations Sustainable Development Goals (SDGs)
- a deeper understanding of subject-specific sustainability
- the confidence to apply the skills, knowledge, understanding and values they develop in the next stage of their life

You should also encourage learners to consider the social, economic and environmental impact of digital promotion.

This includes:

- understanding how social media supports sustainable creative careers through self-promotion and direct-to-audience engagement
- recognising the role of digital platforms in supporting the United Nations SDGs, such as decent work, reduced inequalities and responsible consumption
- reflecting on ethical online practice, digital wellbeing and the environmental impact of digital technologies

Delivery of unit

You can deliver this unit:

- as part of a course that provides learners with creative, technical or professional knowledge and skills related to the creative industries
- as a stand-alone unit when it is contextualised in other subject areas
- alongside other units or integrated into another unit or project

The notional time for delivery and assessment is 40 hours. The amount of time you allocate to each outcome is at your discretion.

Additional guidance

The guidance in this section is not mandatory.

Content and context for this unit

This unit provides learners with technical and professional social media knowledge and skills for the creative industries. They develop:

- skills in communicating and marketing using social media
- technical skills by constructing a simple webspace from a range of elements

You can contextualise the different aspects of social media, techniques and strategies that learners explore through research and practice. This gives them an insight into possible technical and creative approaches to use in their own social media marketing campaigns.

Approaches to delivery

You should:

- deliver the unit in a way that enables learners to appreciate how social media is relevant to the creative industries
- show learners examples of current, relevant, and successful social media campaigns that use the same tools and platforms that they can use, to inspire them and give them a greater understanding of what the brief requires

Outcome 1 delivery

You can adapt exercises and discussions to learners' existing knowledge of social media.

Learners research and present findings on different aspects of social media. This enables them to describe:

- the purpose and function of this form of communication
- current methodologies and terminology
- user conduct

We suggest you include how learners can use AI to create a social media strategy and plan.

Outcome 2 delivery

Learners research and present findings on techniques and strategies used by others in a social media campaign to maximise audience and impact. Learners can work on their own or as a group.

You could give learners a list of:

- social media platforms to review
- current, relevant, and successful social media campaigns

Learners should understand the principles of success in social media, for example:

- inspiring customers to promote your campaign
- building engagement and a community

Outcome 3 delivery

Give learners a project brief to work to.

For example, you could ask learners to create a self-promotional campaign by constructing a webspace that includes:

- images of themselves
- details of their work
- their CV

You could give other learners a brief with a different specific purpose and specify different elements, such as:

- photos
- logos
- links

Learners incorporate a minimum of **two** social media platforms to build a simple social media campaign. They can use a template design that brings together elements from various platforms. You can specify what platforms (for example social media sites) they should use in the brief.

You should encourage learners to interact with each other's campaigns and follow social media etiquette.

Learners should show a good understanding of design and layout personalisation in their projects. The techniques they use to co-ordinate the graphic elements could include:

- developing a style to use on all platforms
- co-ordinating colour, graphic style, and fonts

The range of content could cover blog entries, videos, and pictures.

The amount of content required depends on the platforms chosen.

If you deliver this unit as part of an HNC or HND, you can integrate the delivery and assessment of outcome 3 with other projects.

Approaches to assessment

You can integrate the delivery and assessment of this unit with other HNC and HND units by linking similar subjects and related topics.

Assessing outcome 1

Learners present information that reflects their research into key aspects of social media. They could produce this evidence as a social media submission on their own URL link. Evidence could include:

- social media posts
- annotated visuals, as sketch diagrams or hard copy screenshots

Assessing outcome 2

We recommend you assess outcome 2 using a research project.

Learners present information that reflects their research into social media marketing techniques and strategies. They could:

- produce this evidence as a social media submission on their own URL link
- use the same social media space they created in outcome 1
- use their social media posts as evidence
- use video and/or animation to provide evidence within the post

Assessing outcome 3

We recommend you assess this outcome using a practical project.

To ensure learners show they can link from a central webspace to social media platforms:

- they could submit their project as the URL of their central webspace, that includes links to other forms of social media
- you could then follow the social media campaign through these links

If you deliver this unit as part of an HNC or HND, you can integrate the delivery and assessment of outcome 3 with other projects.

Assessing outcome 4

Learners:

- could submit their analysis of audience reach success, based on statistics such as views, interactions, followers and impressions, with the link to their webspace
- can produce written and/or oral recorded evidence of their analysis of the success of their campaign, based on social media statistics provided by these platforms

Equality and inclusion

This unit is designed to be as fair and as accessible as possible with no unnecessary barriers to learning or assessment.

You must consider the needs of individual learners when planning learning experiences, selecting assessment methods or considering alternative evidence.

Guidance on assessment arrangements for disabled learners and those with additional support needs is available on the [assessment arrangements web page](#).

Information for learners

Social Media for the Creative Industries (SCQF level 7)

This information explains:

- what the unit is about
- what you should know or be able to do before you start
- what you need to do during the unit

Unit information

This unit introduces you to the concepts of social media and how it works. You develop the necessary knowledge and skills to create a basic social media campaign.

Before you start the unit, it would be beneficial if you had competence in using computer hardware and software for design applications

During the unit you:

- research and discover the key aspects of social media
- research how others use social media and which platforms are best for different activities
- evaluate the success of social media campaigns by how they maximise audience reach
- use the knowledge you have developed and your research findings to help create your own social media marketing campaign

To create your social media marketing campaign, you:

- follow a given project brief
- can use a template design that brings together elements from various platforms
- construct a central webspace and link to a minimum of two different social media platforms

- personalise your webspace and co-ordinate the graphics and aesthetics
- collate and analyse results and statistics to evaluate the success of the social media campaign

Meta-skills

Throughout this unit, you develop meta-skills that are useful for the creative industries.

Meta-skills are transferable behaviours and abilities that help you adapt and succeed in life, study and work. There are three categories of meta-skills: self-management, social intelligence and innovation.

Self-management

This meta-skill includes focusing, integrity, adapting and initiative. You:

- manage time effectively as you plan, create, schedule and publish consistent content across multiple platforms
- demonstrate ethical practice by using appropriate social media etiquette
- respond to changes in platform algorithms, trends and audience behaviour by adjusting content and strategies
- identify opportunities for promotion, collaboration and audience growth

Social intelligence

This includes communicating, feeling, collaborating and leading. You:

- tailor tone, format and messaging to suit different online audiences and platforms
- demonstrate empathy and cultural awareness when engaging with online communities and responding to feedback
- work with peers, creatives or external audiences through shared content, challenges or cross-promotion
- take responsibility for directing the creative vision and identity of a personal or group campaign

Innovation

This includes curiosity, creativity, sense-making and critical thinking. You:

- explore emerging platforms, tools and trends such as short-form video, live streaming, AI-assisted content and creator marketplaces
- produce original, engaging visual and narrative content that reflects personal artistic identity
- interpret analytics and audience responses to understand what content engages people and why
- question the effectiveness, ethics and sustainability of social media marketing approaches

Learning for Sustainability

Throughout this unit, you develop skills, knowledge and understanding of sustainability.

You learn about social, economic and environmental sustainability principles and how they relate to the creative industries. You also develop an understanding of the [United Nations Sustainable Development Goals](#).

Administrative information

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History of changes

Version	Description of change	Date

Please check [our website](#) to ensure you are using the most up-to-date version of this unit.

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