



Qualification Specification

TQUK Level 6 Diploma in Digital Leadership (RQF)

Qualification Number: 603/5845/2

Version 7.1



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Summary of changes

The following table provides a summary of the changes that have been made to the qualification specification since the publication of the previous version.

Version number	Summary of changes
V7.1	<p>Minor addition of the qualification purpose and progression statements.</p> <p>Minor update to the External Quality Assurance section wording</p> <p>Minor SPAG amendments to units:</p> <p>M/618/1125</p> <p>A/618/1127</p> <p>J/618/1129</p> <p>L/618/1133</p>

Introduction

Welcome to TQUK

Training Qualifications UK (TQUK) is an Awarding Organisation recognised by the Office of Qualifications and Examinations Regulation (Ofqual) in England and CCEA Regulation in Northern Ireland.

TQUK offers qualifications that are regulated by Ofqual and, in some cases, by CCEA Regulation. All regulated TQUK qualifications sit on the Regulated Qualifications Framework (RQF) and are listed on the [Register of Regulated Qualifications](#).

Our qualifications are designed to support and encourage learners to develop their knowledge and skills. This development may result in progression into employment or career development in the workplace. Our qualifications also allow learners to progress onto further qualifications. Please visit our [website](#) for news of our new and coming soon developments.

Centre Recognition

To offer a TQUK qualification, a centre must be recognised by TQUK.

The TQUK centre recognition process requires a centre to have in place a number of policies and procedures to protect the learners undertaking a TQUK qualification and the integrity of TQUK's qualifications. These policies and procedures will also support a recognised centre's quality systems and help support the centre to meet the qualification approval criteria.

Recognised centres must seek approval for each qualification they wish to offer.

The approval process requires centres to demonstrate that they have sufficient resources, including; suitably qualified and occupationally competent staff to deliver, assess and quality assure the qualification and access to appropriate support in the form of specialist resources. Qualification approval must be confirmed before any assessment of learners takes place.

Qualification Specifications

Each qualification TQUK offers is supported by a specification that includes all the information required by a centre to deliver the qualification. Information in the specification includes unit information, learning outcomes, and how the qualification is assessed.

The aim of the qualification specification is to guide a centre through the process of delivering the qualification.

Please read it alongside the TQUK Centre Handbook. Details of TQUK's procedures and policies can be found on our [website](#).

Qualification specifications can also be found on our [website](#).

Centres must ensure they are using the most recent version of the qualification specification for planning and delivery purposes.

Reproduction of this document

Centres may reproduce the qualification specification for internal use only but are not permitted to make any changes or manipulate the content in any form.

Centres must ensure they use the most up-to-date pdf version of the specification.

If you have any further questions, please contact TQUK.

Use of TQUK's Logo, Name and Qualifications

TQUK is a professional organisation and the use of its name and logo is restricted. TQUK's name may only be used by recognised centres to promote TQUK qualifications. Recognised centres may use the logo for promotional materials such as corporate/business letterheads, pages of the centre's website relating to TQUK qualifications, printed brochures, leaflets, or exhibition stands.

When using TQUK's logo, there must be no changes or amendments made to it, in terms of colour, size, border or shading. The logo must only be used in a way that easily identifies it as TQUK's logo. Any representation of TQUK's logo must be a true representation of the logo.

It is the responsibility of the centre to monitor the use and marketing of TQUK's logos and qualifications on their own materials as well as on those of any re-sellers or third parties they may use. TQUK must be made aware of centre relationships with re-sellers of TQUK qualifications. TQUK must be made aware of any additional websites where the centre intends to use TQUK's name and/or logo. If this information is changed, TQUK should be notified immediately. TQUK is required to monitor centres' websites and materials to ensure that learners are not being misled.

If a centre ceases to be/surrenders recognition as a TQUK centre, it must immediately discontinue the use of TQUK's logo, name, and qualifications from all websites and documents.

The Qualification

The TQUK Level 6 Diploma in Digital Leadership (RQF) is regulated by Ofqual.

The qualification was developed in association with Innovate Education Limited.

Qualification Purpose

The TQUK Level 6 Diploma in Digital Leadership (RQF) is intended for learners leading digital initiatives and driving digital innovation within organisations. The qualification develops strategic knowledge and skills in areas such as digital transformation, emerging technologies, communications and public relations, and management and leadership culture and skills.

Entry Requirements

Learners should have a minimum of two level 3 qualifications or equivalent.

The recommended minimum age for this qualification is 18years.

Progression

Successful learners may progress to senior or strategic roles within digital, technology-focused environments. The qualification may also support progression to further higher studies.

Structure

Learners must achieve 240 credits from 18 units.

Mandatory units

Title	Unit ref.	Level	Guided learning hours	Credit value
Communications and public relations	K/618/1124	6	16	4
Digital marketing	M/618/1125	6	216	30
Marketing fundamentals	T/618/1126	6	72	11
Digital transformation	A/618/1127	6	16	11
Entrepreneurship and Start-ups	F/618/1128	6	8	5
Management and Leadership Culture & Skills	J/618/1129	6	8	4
Ethical business	A/618/1130	6	8	5
Business economics and finance	F/618/1131	6	8	4
Data science	J/618/1132	6	16	8
Media production	L/618/1133	6	208	48
Digital design principles	R/618/1134	6	104	24
Digital design in practice	Y/618/1135	6	104	24
Principles of app development	D/618/1136	6	28	8
Interaction design	H/618/1137	6	40	10
Emerging technologies	K/618/1138	6	24	8
Project management	M/618/1139	6	20	6
Web Technologies	H/618/1140	6	196	22
Cyber security	K/618/1141	6	20	8

Guided Learning Hours (GLH)

These hours are made up of all contact time, guidance, or supervision of a learner by a lecturer, supervisor, tutor, trainer, or other appropriate provider of education or training.

GLH for this qualification is 1112 hours.

Directed Study Requirements

Learners are expected to study and complete aspects of their assessment portfolio in their own time. This additional time is expected to be approximately 1288 hours over the cycle of the programme.

Total Qualification Time (TQT)

This is an estimate of the total length of time it is expected that a learner will typically take to achieve and demonstrate the level of attainment necessary for the award of the qualification i.e. to achieve all learning outcomes.

Total Qualification Time is comprised of the GLH and an estimate of the number of hours a learner is likely to spend in preparation, study or any other learning including assessment which takes place as directed by, but not under the supervision of, a lecturer, supervisor or tutor. The credit value for a qualification, where given, is determined by TQT, as one credit corresponds to 10 hours of learning.

The Total Qualification Time for this qualification is 2400 hours.

Assessment

It is essential that all learners are assessed in English unless the qualification specification specifically states that another language may be accepted. This ruling also applies to all learner evidence presented for external quality assurance purposes.

The qualification is assessed by internally set and marked assessments subject to external quality assurance.

All learning outcomes which assess knowledge and understanding (usually beginning with 'understand' or 'know how to') may be assessed through, for example, internally set and marked written assignments, tasks, records of oral or written questions, workbooks, or other portfolio evidence.

Materials for internal assessment must be submitted to TQUK for approval before use and must be mapped to the relevant unit, learning outcome and assessment criteria.

All learning outcomes and assessment criteria must be met to achieve a pass - there is no grading.

Each unit within the qualification may have its own assessment requirements, assessment guidance and range.

- **Assessment requirements:** conditions of assessment that must be met by learners when undertaking their assessments to achieve the unit or meet a particular assessment criterion.
- **Assessment guidance:** areas that could be covered by learners in their assessments to achieve the unit or particular assessment criteria but are not mandatory.
- **Useful Websites:** resources that could be used by centres for the delivery of the qualification and by learners to support them with the completion of the unit.

Centre Devised Assessment (CDA) Guidance

Centre-devised assessments play a vital role in the evaluation of a learner's progress as they are based on the qualification's learning objectives. They provide learners with the opportunity to evidence the knowledge, understanding, and skills gained while studying the qualification and support teaching staff in monitoring the learner's progress.

As this qualification is internally assessed, TQUK allows centres to produce their own assessments. When designing them, assessors must give consideration to the depth and breadth of knowledge allowed by each task.

TQUK has produced centre guidance on our suggested approaches to designing appropriate assessment tasks, and these may be accessed from our website www.tquk.org.

This includes templates to support the design of internal assessments and a checklist to ensure that the assessments are valid and fit for purpose.

To ensure the validity and fairness of our qualifications, centre-devised assessments form part of our quality assurance processes. More information about this and how to prepare for external quality assurance reviews can be found on our website.

Course Delivery

Pre-Course Information

All learners should be given appropriate pre-course information regarding any TQUK qualifications. The information should explain the qualification, the fee, the form of assessment, and any entry requirements or resources needed to undertake the qualification.

Initial Assessment

Centres should ensure that any learner registered on a TQUK qualification undertakes some form of initial assessment. The initial assessment should be used to inform a teacher/trainer of the level of the learner's current knowledge and/or skills and any additional specific support requirements the learner may need.

The initial assessment can be undertaken by a teacher/trainer in any form suitable for the qualification to be undertaken by the learner/s. It is the centre's responsibility to make available forms of initial assessment that are valid, applicable, and relevant to TQUK qualifications.

Teaching resources

All teaching materials and additional resources used to support the delivery of this qualification must be age-appropriate. Centres must ensure when developing or sourcing delivery materials that careful consideration is given to the safeguarding and wellbeing of their learners in line with the centre's policies and procedures.

Learner Registration

Once approved to offer a qualification, centres must follow TQUK's procedures for registering learners. Learner registration is at the discretion of the centre and in line with equality legislation and health and safety requirements.

Centres must register learners before any assessment can take place.

Tutor, Assessor, and Internal Quality Assurer Requirements

All members of staff involved with the qualification (assessing or IQA) will need to be occupationally competent in the subject area being delivered. This could be evidenced by a combination of:

- A higher-level qualification in the same subject area as the qualification approval request.
- Experience of the delivery/assessment/IQA of the qualification requested.
- Work experience in the subject area of the qualification.

Staff members will also be expected to have a working knowledge of the requirements of the qualification and a thorough knowledge and understanding of the role of tutors/assessors and internal quality assurance. They are also expected to undertake continuous professional development (CPD) to ensure they remain up to date with work practices and developments associated with the qualifications they assess, or quality assure.

Tutor

Tutors or trainers who deliver a TQUK qualification must possess a teaching qualification appropriate for the level of qualification they deliver. This can include:

- Further and Adult Education Teacher's Certificate
- Cert Ed/PGCE/Bed/MEd
- PTLLS/CTLLS/DTLLS
- Level 3 Award/Level 4 Certificate/Level 5 Diploma in Education and Training.

Assessor

Staff who assess a TQUK qualification must possess an assessing qualification appropriate for the level of qualification they are delivering or be working towards a relevant qualification and have their assessment decisions countersigned by a qualified assessor. This can include:

- Level 3 Award in Assessing Competence in the Work Environment.
- Level 3 Award in Assessing Vocationally Related Achievement.
- Level 3 Award in Understanding the Principles and Practices of Assessment.
- Level 3 Certificate in Assessing Vocational Achievement.
- A1 or D32/D33.

Specific requirements for assessors may be indicated in the assessment strategy/principles identified in individual unit specifications.

Internal Quality Assurer

Centre staff who undertake the role of an Internal Quality Assurer (IQA) for TQUK qualifications must possess or be working towards a relevant qualification and have their quality assurance decisions countersigned by a qualified internal quality assurer. This could include:

- Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice.
- Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- V1 qualification (internal quality assurance of the assessment process).
- D34 qualification (internally verify NVQ assessments and processes).

It is best practice that those who quality assure qualifications also hold one of the assessing qualifications outlined above. IQAs must follow the principles set out in Learning and Development NOS 11 - Internally monitor and maintain the quality of assessment.

External Quality Assurance

External Quality Assurance will be undertaken by TQUK to ensure that centres are complying with TQUK quality assurance requirements associated with their TQUK recognised centre status and formal written agreement. This will comprise a scheduled face-to-face or remote quality assurance activity where the EQA will review the centre's policies and procedures, speak with centre staff, and conduct the sampling of learner work.

Useful Websites

- [Office of Qualifications and Examinations Regulation](#)
- [Register of Regulated Qualifications](#)

For further details regarding approval and funding eligibility please refer to the following websites:

- [Department for Education](#)
- [Learning Aim Reference Service \(LARS\)](#)

You may also find the following websites useful:

- [Health and Safety Executive](#).

Mandatory Units

Title:		Communications and Public Relations	
Unit reference number:		K/618/1124	
Level:		6	
Credit value:		4	
Guided learning hours:		16	
Unit purpose:		Understand the role of communications and PR within a business context and their role in creating an effective strategic approach. Develop creative solutions, create and curate content and apply communications concepts to a variety of situations.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand public relations strategy.	1.1	Identify a range of PR models and planning frameworks giving examples of how a model might be used.
		1.2	Identify and map different stakeholder groups.
2.	Be able to produce digital PR content.	2.1	Plan PR objectives, and digital communications activity and processes for a defined work setting, taking into account business objectives and strategy.
		2.2	Create content to help meet a defined PR objective.
3.	Be able to measure and evaluate outputs and outcomes of a PR strategy.	3.1	Explain how to measure and evaluate outputs and outcomes from PR campaigns
		3.2	Analyse digital communications and PR strategy in a defined work setting.
Indicative content:			
1.1 PR models: Four Models of Public Relation (Grunig & Hunt), Jefkins PR Transfer Process (Jefkins), The Six Influence Flows (Sheldrake), PESO (Dietrich), Stakeholder Mapping Theory (Johnson)			
1.2 Stakeholder groups: <ul style="list-style-type: none">• internal• external			

Title:		Digital Marketing	
Unit reference number:		M/618/1125	
Level:		6	
Credit value:		30	
Guided learning hours:		216	
Unit purpose:		Understand and build a hands-on working knowledge of the channels of digital marketing. Develop skills in planning, measuring, and iterating effective digital marketing campaigns.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to produce a digital marketing strategy.	1.1	Produce a digital marketing strategy for a defined work setting: <ul style="list-style-type: none"> • A persona • A user journey map • A set of KPIs.
		1.2	Produce a digital marketing strategy in line with a specified framework.
2.	Understand online and social advertising.	2.1	Analyse the use of display advertising and paid social advertising in achieving marketing goals.
3.	Understand email marketing.	3.1	Analyse the use of email marketing in achieving marketing goals.
4.	Understand social media.	4.1	Plan and implement a social media strategy using support tools to complement the strategy
		4.2	Evaluate the success of a social media strategy against defined success factors, including: <ul style="list-style-type: none"> • reach • engagement • traffic generated • conversion rate.
5.	Understand conversion rate optimisation, CRM and automation.	5.1	Plan an approach to conversion rate optimisation using industry leading tools and KPI frameworks.
6.	Understand channel and web analytics reports.	6.1	Analyse web and channel analytics reports.
		6.2	Plan improvements to a digital marketing strategy using channel and web analytics reports.
7.	Understand chatbots and conversational design.	7.1	Identify opportunities to utilise principles of conversational design in a specified user journey.
8.	Understand ecommerce.	8.1	Analyse the role of the ecommerce platform in a user journey.
Indicative content: <p>1.1 demographic, value graphic and location-based difference. Marketing funnel, core digital channels, channel metrics. Web analytics.</p> <p>3.1 Open rate, click through rate, conversion rate.</p> <p>4.1 Social media listening, content calendars, social policies, social scoring.</p> <p>4.2 Measures and analytics.</p>			

Title:		Marketing Fundamentals	
Unit reference number:		T/618/1126	
Level:		6	
Credit value:		11	
Guided learning hours:		72	
Unit purpose:		Understand and develop critical thinking around the core aspects of marketing as a strategic driver in business.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand different approaches to marketing strategy.	1.1	Identify the appropriate use of marketing channels for the target audience of a defined organisation.
		1.2	Critically analyse the development of an effective marketing mix
2.	Understand segmentation and positioning.	2.1	Undertake a segmentation and positioning strategy for a defined organisation.
3.	Be able to produce a marketing proposition.	3.1	Identify the target audience of a defined organisation's marketing proposition.
		3.2	Build a marketing proposition for a defined organisation.
Indicative content: none			

Title:		Digital Transformation	
Unit reference number:		A/618/1127	
Level:		6	
Credit value:		11	
Guided learning hours:		16	
Unit purpose:		Understand the context, factors involved in, and challenges of digital transformation. Understand each of the different areas that need focus and the challenges and common pitfalls involved. Be able to plan and develop effective digital transformation strategies.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand digital transformation and disruption.	1.1	Produce a report on the key forces of change and potential impact of digital change in a defined work setting.
2.	Know how to build digital culture.	2.1	Use the digital transformation framework to build a digital transformation plan.
		2.2	Demonstrate awareness of the ongoing nature of digital disruption and plan for ongoing change when planning for digital transformation.
Indicative content:			
1.1 Digital culture in work setting, digital transformation- positives, downfalls, limitations, areas that will be impacted.			
2.1 Foundations, definition and vision, leadership, agility, environment, skills and talent, readiness, strategic positioning, translation and communication, technology, process and governance, structure, connections, performance measurement, innovation, design thinking and entrepreneurship, financial.			

Title:		Entrepreneurship and Start-Ups	
Unit reference number:		F/618/1128	
Level:		6	
Credit value:		5	
Guided learning hours:		8	
Unit purpose:		Develop an understanding and the importance of entrepreneurship as a tool for development, the principles of entrepreneurship and the concept and principles of innovation.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the concepts of Entrepreneurship and Intrapreneurship.	1.1	Analyse the personal traits and drivers present in successful entrepreneurs in comparison to those present in successful managers.
		1.2	Explain, with examples, the importance of leadership in a start-up business
2.	Understand how to start a digital business.	2.1	Analyse an existing start-up and report on the potential opportunities and risks that the organisation will face
		2.2	Analyse a business plan or a development plan for a new start-up business.
Indicative content: none			

Title:		Management and Leadership Culture and Skills	
Unit reference number:		J/618/1129	
Level:		6	
Credit value:		4	
Guided learning hours:		8	
Unit purpose:		Understand the core aspects of business management and leadership that can lead to an effective business. Apply these principles to a business and critically analyse their effectiveness.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the role of organisational culture and values.	1.1	Explain how a range of factors influence an organisation's culture, values and achievement of objectives.
2.	Understand how to manage organisational culture.	2.1	Evaluate a range of techniques for implementing and gaining adoption of culture.
3.	Understand the role of the strategic leader	3.1	Analyse the role of the strategic leader in: <ul style="list-style-type: none">• mission, objective and goal setting• defining the purpose of an organisation• establishing strategic ambitions• decision making• defining organisation strategy.
		3.2	Conduct a gap analysis on own skill set and produce a personal development plan to develop own leadership capabilities.

Indicative content:

1.1 Leadership and management styles, legislation, policies and procedures, complexity of processes undertaken by organisation, staff welfare, motivation and buy-in, management commitment, level of support and challenge present, demographics of workforce.

2.1 Communication theories and models-leadership and top-down comms, change communication, crisis communication, information comms, bottom-up or two-way communication, peer communication, culture comms, campaign comms, models of motivation-Maslow's Hierarchy of Needs, Hertzberg's Two-Factor Theory.

Title:		Ethical Business	
Unit reference number:		A/618/1130	
Level:		6	
Credit value:		5	
Guided learning hours:		8	
Unit purpose:		Understand the wide range of issues that need to be considered to drive an ethical approach to business. Be able to critically analyse, plan approaches that achieve ethical practices across the range of business functions.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understanding ethics in a business context.	1.1	Describe how ethical business practices may vary between small and large businesses.
		1.2	Describe some of the ethical decisions challenges that businesses may face.
2.	Be able to plan approaches to improving ethical practices.	2.1	Evaluate the current position of an organisation against a code of ethics.
		2.2	Produce a plan outlining steps to be taken to improve the ethical practices of an organisation.
3.	Understand equality legislation and —codes of practice in organisations.	3.1	Identify organisational and personal responsibilities and liabilities under equality legislation and codes of practice.
4.	Be able to plan equality and diversity initiatives.	4.1	Evaluate an organisation's commitment to equality of opportunity and diversity
		4.2	Produce a plan outlining steps to be taken to improve the equality and diversity initiatives of an organisation and deal with actions that do not support those initiatives.
Indicative content:			
2.2 Integrity, fairness and consistency when dealing with individuals.			

Title:		Business Economics and Finance	
Unit reference number:		F/618/1131	
Level:		6	
Credit value:		4	
Guided learning hours:		8	
Unit purpose:		Understand the core principles of finance and economics in order to effectively manage and/or build successful businesses. Be able to communicate effectively with different stakeholders and get stakeholder buy-in across different roles and levels of seniority.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of financial management.	1.1	Evaluate the role of budget setting in the financial management of a business.
		1.2	Evaluate a range of options and factors that influence raising capital.
2.	Communicate key financial data to stakeholders.	2.1	Assess and analyse a financial report and detail: <ul style="list-style-type: none"> • Performance against budget. • Potential shortfalls. • Implications of current financial performance.
Indicative content: 1.1 Risk and return 1.2 Crowdfunding, borrowing, angel investors, stakeholders and venture capital.			

Title:		Data Science	
Unit reference number:		J/618/1132	
Level:		6	
Credit value:		8	
Guided learning hours:		16	
Unit purpose:		Apply the core principles of data science and use industry leading tools.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Use applied data science and data science tools to complete a range of tasks.	1.1	Create data visualisations using industry tools.
		1.2	Query a relational database using industry tools.
		1.3	Apply data science techniques to common scenarios.
		1.4	Implement a machine learning solution for a given data problem.
Indicative content:			
1.1 Tableau, Excel, Power Bi.			
1.2 SQL.			
1.3 Visual tools, data scraping, data visualisation.			

Title:		Media Production	
Unit reference number:		L/618/1133	
Level:		6	
Credit value:		48	
Guided learning hours:		208	
Unit purpose:		Understand the building blocks of media production for business. Plan and use these principles in a range of business contexts and evaluate their effectiveness.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of storytelling and media production and its use as a business tool.	1.1	Evaluate examples of transmedia storytelling.
2.	Produce a content plan for a media story.	2.1	Produce a plan for a media story including: <ul style="list-style-type: none"> • Workflow • Roles • Focus areas.
		2.2	Prepare a simple script following common formatting techniques.
		2.3	Summarise a script into storyboards and shot lists in preparation for recording, including recommendations for shot choice and camera angle.
3.	Record a media story.	3.1	Create a range of sound and video recordings for use in a media story from briefs and own plans.
4.	Produce and finalise a media story.	4.1	Use an editing package to produce a finished media product using a range of editing techniques.
Indicative content: <p>2.2 Action lines, parenthetical, dialogue, character descriptions, dialogue free sequences.</p> <p>3.1 Short opens, interviews, split track recordings, two person recordings, group recordings, trailers and previews, solo recording, single and multi-track recording, photographic images, synced live sound, ambient sound, outdoor sound, diegetic and non-diegetic sound, suggestive vs. literal sound.</p> <p>4.1 Simple transitions, simple cuts, simple titles, advanced transitions, advanced cuts, advanced titles, format and resolution, creating sequences, colour correction.</p>			

Title:		Digital Design Principles	
Unit reference number:		R/618/1134	
Level:		6	
Credit value:		24	
Guided learning hours:		104	
Unit purpose:		Understand the importance of graphic design theory in driving business objectives. Apply this understanding to brief and plan graphic design work effectively.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understanding branding and advertising in a design context.	1.1	Explain the differences between visual identity and brand identity.
2.	Understand the role of digital design in business.	2.1	Explain how a range of factors contribute to forming a strong visual identity.
3.	Understand the roles and responsibilities of those involved in the digital design process.	3.1	Outline a standard design process and explain how creative roles fit into this process.
		3.2	Produce a creative brief which includes: <ul style="list-style-type: none">• Reason for advertisement• Audience details• Product insight• Consumer insight• Key proposition• Practicalities of implementation.
Indicative content:			
1.1 Brand identity: tone of voice, personality, Visual identity: logo, colour, image, type.			
2.1 Colour Logo, typefaces and fonts, brand imagery, brand guidelines.			

Title:		Digital Design in Practice	
Unit reference number:		Y/618/1135	
Level:		6	
Credit value:		24	
Guided learning hours:		104	
Unit purpose:		Understand the importance of graphic design practice in driving business objectives, and develop the ability implement key graphic design skills.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Be able to use a photo editing software.	1.1	Use key tools and techniques to design and edit images for online media.
		1.2	Export assets at the correct resolution, file type, file size and weight for a range of media.
2.	Be able to use software to design print and digital media publications.	2.1	Use key tools and techniques to design print and digital media publications.
3.	Be able to design vector graphics for online and printed media.	3.1	Use key tools and techniques to group, expand and reshape objects
		3.2	Use key tools and techniques to apply patterns and painterly effects to objects.
		3.3	Use image trace to convert a bitmap to a vector graphic
		3.4	Work with typographic tools and techniques to create a graphic.
4.	Be able to plan and produce a web or native application design using an iterative process.	4.1	Plan a web or native application design using an iterative process.
		4.2	Prototype a website or native application design using a range of key tools and techniques.

Indicative content:

- 1.1 Cropping, masking, type tool, animating, art boards, pen tool and paths filters, layers, blend modes, brushes, swatches and gradients.
- 1.2 Digital display banner ads, social media graphics, website banner.
- 2.1 Non-printing tools, swatches, alignment and distribution, master pages, importing, threading and wrapping text, resizing, character and paragraph styles, transparencies, lines, strokes, shapes, corner appearance, compound paths, pen/pencil tools, outlining and packaging, hyperlinks, bookmarks and buttons, interactive PDFs.
- 3.1 Editing lines, shapes and paths. Selecting, moving, aligning and distributing. Stacking, duplicating, locking, hiding, reflecting, grouping, expanding, cutting, dividing, trimming, blending, combining, scaling, shearing, distorting and rotating objects. Live corners.
- 3.2 Brush tool, patterns, fills and strokes, live paint groups, gradients, transparency/blending modes, effects.
- 3.3 Image trace.
- 3.4 Logo.
- 4.1 Sketching/wireframing, iterative review and design process
- 4.2 Scrolling, home screen and transitions, animations, artboards, importing and placing assets, repeating grids, strokes, fills and drop shadows, components, masking, blur effects, colours and gradients.

Title:		Principles of App Marketing	
Unit reference number:		D/618/1136	
Level:		4	
Credit value:		8	
Guided learning hours:		28	
Unit purpose:		Develop a hands-on understanding of the key principles and techniques in launching an app.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand how to launch an app.	1.1	Explain ways to commercialise apps.
		1.2	Explain how App Store search Optimisation works and how to ensure an app is optimised in this way.
2.	Understand how to market an app.	2.1	Explain how to monetise an app.
		2.2	Explain how to develop a customer base for a newly launched app.
Indicative content: none			

Title:		Interaction Design	
Unit reference number:		H/618/1137	
Level:		6	
Credit value:		10	
Guided learning hours:		40	
Unit purpose:		Interaction Design (IxD) is the design of interactive products and services in which a designer's focus goes beyond the item in development to include the way users will interact with it.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the key principles of user experience.	1.1	Summarise the key psychological principles that underlie key design principles.
2.	Understand Human-Computer Interaction (HCI).	2.1	Explain how cognition and perception plays a role in affecting the experience of interactive design.
3.	Understand the role of a UX Designer.	3.1	Outline the range of UX roles in an organisation.
4.	Be able to apply usability principles.	4.1	Identify usability issues.
		4.2	Plan solutions to identified usability problems.
		4.3	Evaluate the effectiveness of usability changes.
Indicative content:			
4.1 Usability evaluations, cognitive walk-throughs, practical user testing, practical application testing.			

Title:		Emerging Technologies	
Unit reference number:		K/618/1138	
Level:		6	
Credit value:		8	
Guided learning hours:		24	
Unit purpose:		Understand the technological changes happening around us and the skills needed to future-proof your career. Understand and be able to contextualise the use of a range of emerging technologies.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the role of technology in business.	1.1	Explain, with examples, the positive and negative impacts technology has had on society and in the workplace.
		1.2	Explain how and why the individual experience of technology may differ from person to person.
2.	Understand the future of technology.	2.1	Evaluate the role of technology in world issues.
		2.2	Explain how future technological developments are likely to impact upon daily life in society and in business.
3.	Understand the latest technological developments.	3.1	Evaluate the use of the latest technological developments in a business use context
Indicative content: 2.1 Food production, news distributions, social media propaganda, cyber crime. 3.1 Machine learning, virtual/augmented reality, cryptocurrency/blockchain.			

Title:		Project Management	
Unit reference number:		M/618/1139	
Level:		4	
Credit value:		6	
Guided learning hours:		20	
Unit purpose:		Understand the importance and practical methods of effective project management. Understand common pitfalls and be able to plan to avoid them. Understand the importance of Agile project approaches and their growing role across all types of projects.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the concept of project management.	1.1	Describe the phases of a project.
2.	Understand different approaches to project management.	2.1	Describe a given project management approach lifecycle.
3.	Be able to produce a project management plan.	3.1	Create a project management plan for a given business case using project management software.
Indicative content: 1.1 The initiation phase, planning phase, execution phase, meetings, monitoring and control phase, execution phase -issue management, closure phase. 1.2 Agile, lean, waterfall and six sigma.			

Title:		Web Technologies	
Unit reference number:		H/618/1140	
Level:		6	
Credit value:		22	
Guided learning hours:		196	
Unit purpose:		Develop a hands-on understanding of the key principles and techniques in web development and work effectively with developers to easily prototype ideas. Develop an understanding of how these technologies work together and be able to plan the most effective technology to solve a given business challenge.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understanding web languages.	1.1	Describe the different use cases of HTML, CSS and JavaScript.
2.	Understand content management software.	2.1	Develop a custom specification and feature-set based on a specific business case.
3.	Understand how to work alongside developers.	3.1	Explain the benefits of using version control systems to manage the development and maintenance of a web project
4.	Be able to deploy Web applications.	4.1	Build webpages using HTML and CSS based on a simple design.
		4.2	Build a themed website and supporting content management system (CMS) template based on a pre-defined feature-set specification.
Indicative content: none			

Title:		Cybersecurity	
Unit reference number:		K/618/1141	
Level:		4	
Credit value:		8	
Guided learning hours:		20	
Unit purpose:		The learner will develop a hands-on understanding of the key principles and techniques in web development to work effectively with developers and to easily prototype ideas. Understand how these technologies work together and be able to plan the most effective technology to solve a given business challenge.	
Learning outcomes The learner will:		Assessment criteria The learner can:	
1.	Understand the principles of cyber security.	1.1	Outline the core information security principles.
2.	Understand the role of risk management in cyber security.	2.1	Describe a range of common risks to cybersecurity.
		2.2	Describe a range of mitigations that can be implemented to reduce threats to cyber security.
		2.3	Outline the potential consequences of a cybersecurity breach.
3.	Know how to respond when cyber security is compromised.	3.1	Produce an incident response report for a cybersecurity issue.
		3.2	Describe what should be included in: <ul style="list-style-type: none">• business continuity plan• disaster recovery arrangements
Indicative content:			
2.2 Access control, malware detection, network security settings, security assessments and testing, cryptography and personnel policies.			