

# Unit 11

# Understanding the Print-based Media Industries

<b>Unit code:</b>	<b>D/600/6689</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to develop learners' understanding of the organisational structures and job roles within the print-based media industries, and to enable them to prepare personal career development material.

## ● Unit introduction

Like all media industries, the print-based media industries have gone through a period of rapid change and development in recent years, due to the introduction of digital technology and more integrated production processes. New methods of production and distribution have led to a much greater emphasis on computer-based technology and a need for a more highly skilled workforce with an understanding and awareness of different printed media forms.

The sector is a broad and diverse one with many different aspects and with people undertaking a variety of roles. This unit will provide learners with an understanding of the differing organisational structures and the various jobs learners can aspire to within the print-based media industries. The variety of jobs means that those working in the industry need to understand the sorts of employment contracts that they are likely to be offered, and the types of work patterns they may be required to work to in different organisations.

The ability to multi-skill is an increasingly important factor for employment in these industries as many newspapers and magazines develop online versions of their paper-based products and use ever more sophisticated hardware and software packages to originate, design and construct their products.

Like all aspects of the creative media industries, the print-based media industries depend ultimately on a blend of creativity and sound finance and, therefore, some understanding of the economics of the industries is also required. The industries' products are targeted at specific audiences, so all those working in the sector need a sound understanding of the legal, ethical and professional constraints and practices that help to ensure that those audiences are properly served, and that also shape and control the industries and its products.

## ● Learning outcomes

### On completion of this unit a learner should:

- 1 Understand organisational structures and job roles within the print-based media industries
- 2 Understand working practices and employment contracts commonly used in the print-based media industries
- 3 Understand financial issues and market trends affecting the print-based media industries
- 4 Understand legal, ethical and professional obligations in the print-based media industries
- 5 Be able to prepare personal career development material.

# Unit content

---

## 1 Understand organisational structures and job roles within the print-based media industries

*Organisational structures:* national and international publishing houses; independent local and regional publishers; statutory and voluntary organisations; departments (research, journalism, editorial, design, photographic, production, pre-press, printing, print-finishing, publishing, sales, marketing and distribution)

*Job roles:* researcher; graphic designer; layout artist; photographer; journalist; copywriter; sub-editor; editor; printer; production coordinator; print finisher; sales executive; publisher

## 2 Understand working practices and employment contracts commonly used in the print-based media industries

*Working practices:* stages of print production; house style; impact of digital technology; historical influences; role of unions; economic determinants; outsourcing; subcontracting; franchising; apprenticeships; multi-skilling; shift work; flexibility

*Employment contracts:* types of contract (permanent, temporary, full-time, part-time, freelance, voluntary); employment regulations; equal opportunities; Employment Equality (Age) Regulations 2006

## 3 Understand financial issues and market trends affecting the print-based media industries

*Financial:* sources of income (advertising, sponsorship, cover price, competitions, premium phone lines); sources of expenditure (staffing, equipment hire, purchase and maintenance, material costs, research and development, marketing, promotion, distribution); business models; financial responsibilities; preparing a budget; costing and estimating; management and reporting systems; break-even analyses

*Market trends:* products and services; vision of organisation; objectives and goals of organisation; competitors; target audience; international and national market trends; impact of new technology; convergence of media forms; diversification; internationalisation

## 4 Understand legal, ethical and professional obligations in the print-based media industries

*Legal:* regulatory requirements; compliance; copyright; trademarks; intellectual property; libel; health and safety; data protection; contempt of court; offensive material; acts of parliament, eg Race Relations Act 1976 (and later amendments), Obscene Publications Act 1959 (and later amendments), Data Protection Act 1998

*Ethical:* policies and procedures; ethical requirements; emerging social concerns and expectations; privacy; breach of confidence; complaints; public interest; representation, eg individuals, groups, religions, issues

*Professional bodies:* employer bodies; unions; regulatory bodies, eg Press Complaints Commission (PCC), Advertising Standards Authority (ASA)

## 5 Be able to prepare personal career development material

*Methods of recruitment:* national press; trade press; internet; word of mouth; personal contacts; internal promotion; networking; trade fairs

*Skills and qualifications:* education and training, eg full-time, part-time, Level 2, Level 3, graduate; skills analysis (personal skills, technology skills, training needs, personal development plan); sources of information, eg Sector Skills Councils, trade unions, careers services

*Transferable skills:* personal attributes, eg knowledge and skills, commitment, efficiency, reliability, punctuality, self-presentation; functional skills (ICT, Mathematics, English)

*Presentation for employment:* portfolio; personal website; curriculum vitae (CV); letters of application; interviewing skills; self-presentation (linguistic codes, dress codes, interpersonal skills); references

*Career development:* training on the job; continuing professional development; self-training

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe organisational structures and job roles in the print-based media industries with some appropriate use of subject terminology [IE]	<b>M1</b> explain organisational structures and job roles in the print-based media industries with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D1</b> comprehensively explain organisational structures and job roles in the print-based media industries with elucidated examples and consistently using subject terminology correctly
<b>P2</b> describe working practices and employment contracts in the print-based media industries with some appropriate use of subject terminology [IE]	<b>M2</b> explain working practices and employment contracts in the print-based media industries with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D2</b> comprehensively explain working practices and employment contracts in the print-based media industries with elucidated examples and consistently using subject terminology correctly
<b>P3</b> describe financial issues and current market trends in the print-based media industries with some appropriate use of subject terminology [IE]	<b>M3</b> explain financial issues and current market trends in the print-based media industries with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D3</b> comprehensively explain financial issues and current market trends in the print-based media industries with elucidated examples and consistently using subject terminology correctly
<b>P4</b> describe legal, ethical and professional obligations of those working in the print-based media industries with some appropriate use of subject terminology [IE]	<b>M4</b> explain legal, ethical and professional obligations of those working in the print-based media industries with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D4</b> comprehensively explain legal, ethical and professional obligations of those working in the print-based media industries with elucidated examples and consistently using subject terminology correctly

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P5</b> prepare personal career development material using basic formal language. [RL]	<b>M5</b> prepare carefully produced personal career development material using generally correct formal language.	<b>D5</b> prepare personal career development material to a quality that reflects near-professional standards consistently using correct formal language.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
------------	--	---	--

# Essential guidance for tutors

## Delivery

This unit is intended to give those who aspire to work in the print-based media industries a sound understanding of how the industries are organised, how they generate income, the processes, practices and technologies that are involved in the development, production, marketing and distribution of their products, and the legal and ethical constraints that operate on them.

The unit could be taught through a variety of activities. There will be a need for lectures, discussion and demonstrations as well as practical sessions and visits to relevant companies and organisations.

This unit is designed to be of direct relevance to each learner's future career, so a practical approach is to be promoted wherever possible. If work placements are not readily available, then strategies will need to be developed to provide learners with an appropriate vocational context to their studies. This could take the form of vocationally focused case studies, research projects that involve discussion with relevant agencies and industry representatives, guest speakers who are working within the sector, and educational visits.

It is important that centres develop contacts with local and regional companies and organisations connected with the print-based media industries to maintain up-to-date knowledge of this rapidly changing area. These links will assist tutors to develop a realistic vocational basis to the unit.

An early preparation of personal career development materials by learners is to be encouraged and should be regarded as an ongoing activity culminating in well-considered personal development plans and portfolios. Learners should be encouraged to treat the preparation of their personal development material with the utmost seriousness. Such material may be best presented as a comprehensive portfolio, and this could be offered to prospective employers and higher education institutions in support of planned career moves.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the teaching and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and unit assessment.
Whole class overview of the print-based media industries followed by case study work in small groups.
Visits to print-based media companies to examine organisational structures and job roles and to experience first hand the practices, processes and technology used.
Visiting speaker from print-based media company to talk about financial issues and current market trends.
Whole class presentation on legal, ethical and professional obligations followed by case study work in small groups.

## Topics and suggested assignments and activities

### Assignment 1 – Understanding the Print-based Media Industries

Learners will be given a brief from a media recruitment agency to prepare and produce a presentation and accompanying handouts for new trainees starting work in the print-based media industries.

Learners will:

- receive assignment overview
- research and investigate the following four key areas:
  - ◇ organisational structures and job roles
  - ◇ working practices and employment contracts
  - ◇ financial issues and current market trends
  - ◇ legal, ethical and professional obligations
- prepare and produce the presentation
- prepare and produce accompanying handouts
- deliver the presentation
- receive assessment feedback and have further opportunities to address grading criteria.

Whole class review of presentations followed by case studies in small groups on working within the print-based media industries.

### Assignment 2 – Personal Career Development

Learners will be given a brief from a media recruitment agency to prepare and produce a personal website that contains relevant personal career development material.

Learners will:

- receive assignment overview
- research and gather relevant material
- investigate and assess relevant methods of recruitment, personal skills and qualifications, transferable skills and career development opportunities
- write and produce website
- receive assessment feedback and have further opportunities to address grading criteria.

## Assessment

### Evidence for assessment

Evidence for the achievement of learning outcomes 1, 2, 3 and 4 is likely to consist of presentations, either oral or in some audio-visual format, case studies, simulations, electronic diaries, research notes and written reports of varying formality. Presentations must be recorded for the purposes of internal and external verification.

Evidence for achievement of learning outcome 5 could be a portfolio, a showreel, a personal website, a completed CV, and letters of application for jobs which the learner might realistically apply for. In addition, learners might develop a spreadsheet or diary of contacts, and an employer database for the industries.

For some learners a viva voce type assessment might be appropriate for some elements of the assessment of this unit, though it would not be recommended for assessment of the entire unit. When more than one learner in a cohort is assessed in this way care must be taken to ensure that all learners are asked the same lead questions, and that all are given equal opportunities to expand or clarify their answers. Interviewers must

also ensure that questions are not phrased in such a way as to provide or suggest an answer. Vivas should be recorded for the purposes of internal and external verification.

### **Application of grading criteria**

When applying the grading criteria, tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not exhaustive and the examples need not specifically be included in a learner's work in order for that learner to achieve the exemplified grade.

#### **Pass**

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will give accurate and substantially complete descriptions of organisational structures found within the print-based media industries and correctly describe common job roles.

P2: learners will give accurate but generalised descriptions of the major working practices prevalent in the industry and will accurately describe the types of employment contract most commonly used.

P3: in describing financial issues and current market trends learners will be accurate but will offer generalised descriptions of the basic and most obvious trends.

P4: learners will accurately describe the most usual professional, legal and ethical obligations. Their work will reveal a basic but accurate grasp of the main and most important concepts.

P1, P2, P3 and P4: evidence will show a basic understanding of technical terminology but learners will generally be unsure about this vocabulary and will make fairly frequent mistakes when they do use it.

P5: learners will identify obvious training opportunities and environments. A basic understanding of initial employment opportunities will be shown in the form of, for example, a job search sourced from the internet or media publications listing posts available. Learners will create a basic CV containing information on the skills and education they have achieved, a portfolio of work to date, and an application letter for a specific post indicating some matching of their skills to the needs of the job. In addition, there should be evidence of an understanding of the function of relevant professional bodies such as Skillset and the trade unions. When expressing themselves formally in writing, learners' skills will be basic, typically with frequent errors of spelling and punctuation and occasional lapses in grammar and syntax.

#### **Merit**

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

M1, M2, M3 and M4: learners will address issues in some depth, and will refer to well-researched and appropriate examples but will not elucidate these examples to show how they illustrate the point they support. They will show good understanding of the topics discussed revealing some consideration of how or why the issues mentioned have importance. Learners will use technical vocabulary for the most part correctly, but may make mistakes or be unsure about usages at times.

M5: the personal development material will be neatly presented. Care and some thought will have been put into its preparation. When expressing themselves formally in writing, learners' skills will be sound with typically few lapses in grammar and syntax, though there might be some errors of spelling and punctuation.

## Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

D1, D2, D3 and D4: learners will have undertaken careful and well-focused research. They will justify points made using supporting arguments or evidence, develop ideas critically (ie, compare, assess and discriminate) and draw out of an example precisely what it is about it that exemplifies the point it illustrates. Fuller and more extensive explanation, better application of examples, and provision of argument to support points made will discriminate between this grade and the merit. The working practices explained will be broad, wide-ranging, current and relevant to today's print-based industries. Explanations of financial issues and current market trends will all be topical, authoritative and supported by full bibliography and citation. The full implications of the issues, trends and the legal and regulatory considerations will be made real through the considered choice of examples used. Technical vocabulary will be secure and used correctly and confidently at all times.

D5: learners will produce well-considered personal development material, with plans for future career achievement. These learners will be able to relate their understanding of relevant job roles to their personal intended career path, identifying their skill gaps, suggesting realistic personal development plans for filling those gaps, and showing how their personal skills can best be used in the industry. When expressing themselves formally in writing, learners' skills will be good with typically quite complex sentence structures, very few grammatical errors and infrequent errors in spelling and punctuation.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1 P2, M2, D2 P3, M3, D3 P4, M4, D4	Assignment 1 – Understanding the Print-based Media Industries	Learners receive a brief from a media recruitment agency to prepare and produce a presentation and accompanying handouts for new trainees starting work in the print-based media industries.	<ul style="list-style-type: none"><li>• Research notes.</li><li>• Presentation slides and notes.</li><li>• Handouts.</li><li>• Recording of presentation.</li><li>• Tutor observation and notes.</li><li>• Learner review of presentation.</li></ul>
P5, M5, D5	Assignment 2 – Personal Career Development	Learners receive a brief from a media recruitment agency to prepare and produce a personal website that contains relevant personal career development material.	<ul style="list-style-type: none"><li>• Research notes and material</li><li>• Website pages.</li><li>• Supporting written material</li><li>• Tutor observation and notes.</li><li>• Learner review.</li></ul>

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
The Creative Media Sector	Developing a Small Business in the Media Industries
	Working Freelance in the Creative Media Sector

Though there are links between this unit and other units that deal with understanding the media industries (Units 7, 8, 9, 10, 12 and 13) learners would not be expected to take any of those units alongside this one in the same Creative Media Production programme.

### Essential resources

Learners will require access to information about professional practice within the print-based media industries from a variety of sources such as professional bodies, trade magazines, the internet, and visiting professionals.

### Employer engagement and vocational contexts

Centres should develop links with appropriate local media providers who are willing to come in and talk about the way in which the print-based media industries operate.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – [www.skillset.org/careers/](http://www.skillset.org/careers/)

Further general information on work-related learning can be found at the following websites:

- [www.aimhighersw.ac.uk/wbl.htm](http://www.aimhighersw.ac.uk/wbl.htm) – work-based learning guidance
- [www.businesslink.gov.uk](http://www.businesslink.gov.uk) – local, regional business links
- [www.nebpn.org](http://www.nebpn.org) – National Education and Business Partnership Network
- [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk) – Learning and Skills Network
- [www.warwick.ac.uk/wie/cei/](http://www.warwick.ac.uk/wie/cei/) – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

## Indicative reading for learners

### Textbooks

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Student Book* (Pearson, 2010) ISBN 978-1846906725

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Teaching Resource Pack* (Pearson, 2010) ISBN 978-1846907371

Adams M and Dolin P— *Printing Technology*, 5th Edition (Delmar Cengage Learning, 2001) ISBN 978-0766822320

Bann D – *The All New Print Production Handbook* (Turtleback, 2007) ISBN 978-2940361380

Kipphan H —*Handbook of Print Media: Technologies and Production Methods* (Springer, 2001) ISBN 978-3540673262

Speirs H – *Introduction to Printing and Finishing* (Pira International, 2003) ISBN 978-1858029066

Various – *Dictionary of Publishing and Printing* (A&C Black, 2006) ISBN 978-0713675894

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	analysing and evaluating information, judging its relevance and value when investigating organisational structures and job roles in the print-based media industries  planning and carrying out research, appreciating the consequences of decisions when investigating the print-based media industries
<b>Reflective learners</b>	assessing themselves and others, identifying opportunities and achievements when producing their personal career plans  setting goals with success criteria for their development and work when reviewing and evaluating their own work and the work of other learners.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Creative thinkers</b>	asking questions to extend their thinking when investigating the print-based media industries
<b>Team workers</b>	collaborating with others to work towards common goals when investigating the print-based media industries in a group
<b>Self-managers</b>	working towards goals, showing initiative, commitment and perseverance when preparing their personal career development plans  dealing with competing pressures, including personal and work-related demands when planning their assignment work.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	researching organisational structures and current market trends researching employment opportunities and job roles
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	researching contractual, legal and ethical obligations researching standards and regulation in the print-based media industries
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	contributing to a blog to advise people seeking to enter the print-based media industries about organisational structures and current market trends contributing to a presentation on legal and ethical obligations and regulatory issues
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Evaluate the selection and use of ICT tools and facilities used to present information	
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to discussions contributing to a group presentation
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching organisational structures and current market trends researching employment opportunities and job roles researching contractual, legal and ethical obligations researching standards and regulation in the print-based media industries
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	contributing to a blog to advise people seeking to enter the print-based media industries about organisational structures and current market trends.