

# Unit 25: Television and Video Studies

<b>Unit code:</b>	<b>D/600/6675</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

This unit aims to develop learners' awareness of the ownership and structure of the television and video industry, both commercial and public, the key debates that have shaped and continue to shape the industry, and how audiences use and respond to television and video productions.

## ● Unit introduction

The television and video industry is a major media producer, and its development and influence on audiences, in terms of entertainment, education and information, has provoked much debate, both within government and amongst the public. Whilst it is possible that its influence and power as a medium of communication is beginning to be eroded by new media, it still remains a huge force in social and cultural terms, and so has tremendous political importance. Anyone who wishes to work in this industry must have a good knowledge of the way it is currently structured and how it is likely to evolve, as well as a sound understanding of the debates about such matters as who controls it and how it relates to the society and audiences which it theoretically serves.

Through this unit learners will explore how ownership and regulation affect output and access to television products, including the impact of new technologies on production, distribution and consumption.

Key issues and debates covered will include the maintenance of standards, the relationship between public service and commercial television, and the question about possible effects and influences on audiences.

An analytical exploration of television and video products will enable learners to understand better how producers and broadcasters target their audiences and to make links between institution, text and audience.

This unit provides an excellent opportunity for potential television employees to understand what determines the shape of television products. The unit will give them a real insight into the constraints on production both from a regulatory point of view and in terms of audience demands.

## ● Learning outcomes

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

- 1 Understand the structure of the television and video industry in the UK
- 2 Know about the key issues and debates that affect the television and video industry
- 3 Be able to apply textual analysis techniques to the study of television/video products.

# Unit content

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## 1 Understand the structure of the television and video industry in the UK

*Ownership:* public (incorporation, governance, accountability); commercial (license to broadcast, multi-nationals and conglomerates, vertical and horizontal integration, monopoly); independent producers

*Income generation:* free to air (license fee, advertising revenue, sponsorship); subscription; pay-per-view; non-broadcasting commercial activity, eg programme sales, video sales, publishing, spin-offs, merchandising, franchising

*Systems and technologies:* analogue; digital; satellite; cable; internet; on-demand; emerging technologies

*Regulation:* self-regulation, eg producers' guides, the watershed, advisory bodies; statutory regulation (The Broadcasting Act 1990 and 1996, Ofcom)

## 2 Know about the key issues and debates that affect the television and video industry

*Issues and debates:* taste and decency; quality and standards; the public service ethos; the free market ethos; ownership and access; regulation and the free market; ratings wars; effects of on-demand services, eg on scheduling; the effects of streaming media online, eg on censorship

*Influence and effects:* effect theories, eg active, passive, hypodermic needle model, uses and gratifications theory, two-step flow model, drip-drip effect; reception theory

## 3 Be able to apply textual analysis techniques to the study of television/video products

*Forms:* fiction; documentary; news; advertising; promotional; hybrid

*Narrative:* linear; non-linear; single strand; multi-strand; realist; anti-realist; open ended; closed; single episode; series; serial

*Genre:* eg soap opera, crime drama, hospital drama, lifestyle, makeover, consumer, sitcoms, chat shows, 'reality' TV

*Analytical approaches:* audience profiling; audience analysis; types of readings, eg preferred, oppositional, negotiated, aberrant; signification; codes and conventions; narrative analysis

## 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 the structure of the television and video industry with some use of subject terminology [IE]	<b>M1</b> explain the structure of the television and video industry with reference to detailed illustrative examples and generally correct use of subject terminology	<b>D1</b> comprehensively explain the structure of the television and video industry with elucidated examples and consistently using subject terminology correctly
<b>P2</b> outline accurately the key issues and debates that affect the television and video industry with some appropriate use of subject terminology [IE]	<b>M2</b> explain the key issues and debates that affect the television and video industry with reference to detailed illustrative examples and generally correct use of subject terminology	<b>D2</b> critically evaluate the key issues and debates that affect the television and video industry with supporting arguments and elucidated examples and consistently using subject terminology correctly
<b>P3</b> describe television/video products through the application of textual analysis techniques with some appropriate use of subject terminology. [IE]	<b>M3</b> explain television/video products through the application of textual analysis techniques with reference to detailed illustrative examples and generally correct use of subject terminology.	<b>D3</b> critically evaluate television/video products through the application of textual analysis techniques with supporting arguments and elucidated examples and consistently using subject terminology correctly.

**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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

# Essential guidance for tutors

## Delivery

The purpose of this unit is to enable learners to think critically about the television broadcasting and video industry, not just in terms of its structures but also in terms of its cultural and social effects. Learners will also consider the products of the industry and develop a critical approach to thinking about them.

The structure of the industry and its regulatory bodies could be the focus of a group research exercise, with each member taking responsibility for one aspect of the research. Individuals would then write up the group findings and present them to the class.

Study of effects will explore the 'active' and 'passive' models, such as uses and gratification theory and the 'hypodermic needle' model. Learners should be encouraged to recognise the diversity of audiences, in terms of social groups and individuals. Learners' personal responses to texts could be a starting point here, generating discussion and further research into audiences' use of television and video. One particularly fruitful area of research could be the use of television and video as against the use of new and emerging technologies such as the internet and mobile phones.

Textual analysis will inevitably mean some involvement with semiotics, but no particular semiotic methodology needs to be employed. It is the learner's understanding of the relationship between the construction of the text and the target audience that should be encouraged. Some tutors may find the structuralist approach rewarding, whilst others might prefer to follow the sender-message-receiver model, putting the emphasis not on the linear process but on the interrelationship between the three elements and their effects on each other. So, learners will investigate the types of texts produced by individual producers and how they could be affected by not only the structure of the industry but also the audience themselves. Whatever approach is adopted here, some attention should also be given to how television and video producers think about and analyse their audiences, using techniques such as audience profiling.

Whilst the unit structure implies that teaching might begin with the macro aspects of the industry, it would be equally valid to begin with the texts themselves and work 'upwards,' through the industry to the more general sociological and political issues, such as effects, quality and access.

Regular screenings will enable learners to access a range of television and video products including terrestrial, satellite, analogue and digital channels. Learners should also be encouraged to view material independently.

## 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.

Introduction to the television and video industry – two tutor-led presentations:

- the importance of the industry
- its effect on media products.

Followed by activities consolidating learner understanding.

## Topics and suggested assignments and activities

Visit to a local television station to meet professionals within the organisation and hear how that organisation fits within the industry as a whole. Note taking, activities and interviews of personnel all conducted by learners and stored for reference.

Visiting practitioner – lecture from a local video producer detailing.

- work in the industry
- how they generate income
- regulation of their work.

### Assignment 1 – Structure of the TV and Video Industry

Learners have received a brief to build a simple web page (with hyperlinks to appropriate content) providing information and debate about the television and video industry and its productions.

Learners will:

- conduct research into the nature of the TV and video industry and collate their findings in a research portfolio (annotated and referenced)
- create a simple webpage which outlines the structure of the industry based on what has been learnt in class and their own research findings.

Tutor-led discussion on a current controversy or debate about a television or video product (with screening). Learners to make notes covering all aspects of the argument.

Lecture on theories of audience consumption of media products. Learners to complete activities related to this in order to develop understanding.

### Assignment 2 – Issues and Debates

Learners will add material to the webpage created in Assignment 1 introducing and illustrating the issues and debates surrounding the industry at present. This must include embedded video content to illustrate points.

Tutor-led presentation on analysing content, including a guided analysis of several products (with screenings) and introducing appropriate language and terminology.

Paired activity: analyse a television product and produce a short presentation.

### Assignment 3 – Analysing TV Programmes and Videos

Learners will add material to the webpage created in Assignment 1 analysing TV programmes or videos. This material will be illustrated with appropriate images and links to other relevant internet sites.

Learners will:

- select appropriate examples of television or video content and conduct an analysis of them, considering audience, codes and conventions, form, genre and the products' place within the wider industry
- create pages for webpage.

Learners will maintain a fully referenced research log throughout this process.

Unit learning and assessment review.

## Assessment

### Evidence for assessment

Evidence for achievement of all outcomes in this unit can be presented in any format which enables learners to demonstrate knowledge and understanding of the unit content, as specified in the grading criteria. Separate assignments could be set which will enable learners to produce evidence for each of the criteria or assignments could cover two, or all three criteria.

There is a range of appropriate formats that learners can use to provide evidence that meets the grading criteria. The extended essay could be the chosen format for some learners. However, PowerPoint presentations, structured audio or video statements, or oral presentations (recorded for verification) are all equally valid.

For some learners the viva voce type assessment might be appropriate. 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. Interviews 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 correctly and substantially describe the structure of the major broadcasting institutions identifying, for example, the differences between the BBC and Sky, describing their main methods of funding, and noting the delivery systems employed by these institutions. They will describe correctly and substantially the regulatory framework for the industry referring to self-regulation and the role of Ofcom.

P2: learners will correctly and substantially describe the current issues and debates within the industry but will not enter into any discussion of these debates or issues. Any comments made will be unsupported assertions such as, 'the BBC should not be allowed to benefit from the license fee when no other broadcaster gets public support like that.' Discussions about effects will likewise make pertinent and reasonably substantial but unsupported comments.

P3: television formats, narrative structures, genres and audiences will be correctly and substantially described through generalised, but accurate, descriptions of whole programmes or videos. However, there will be no detailed exemplification drawn from these examples. For example, a learner might note, '*EastEnders* is a soap opera. It is set in London and the stories revolve around the same groups of characters each week. The plot lines involve everyday events like family conflicts. Episodes end with a 'cliff hanger' and there is more than one story going on in each episode. It is usually scheduled at 7.30pm or 8.00pm and gets a very big audience. The audience profile is mainly C1, C2, D and E categories, with some B people. The locations and characters used are realistic and reflect a working class environment. Camera work is nearly all shot-reverse-shot and close ups.'

P1, P2 and P3: 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.

#### **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: learners will talk about the structure of the television and video industry in such a way as to show how and to some extent why it is structured the way it is. Relevant examples will be given to support what is said, but learners will not elucidate these examples to show how they illustrate the points they support. For example, using the BBC as a case study, a learner will explain how it is structured in terms of its role as a public service provider, giving examples of how the broadcaster conforms to its public service remit to 'educate, inform and entertain.' The learner will also explain the BBC's relationship with the commercial

sector, both in terms of partnerships and competition with other broadcasters and its commitment to developing technology. Learners will explain the differences between methods of funding, and will explain the regulation of the industry with reference to detailed illustrative examples of both self-regulation in action and cases where the external regulators have intervened, though these examples will be left to stand alone without further elucidation.

M2: learners will discuss key issues and debates with reference to detailed illustrative, relevant examples, but will not elucidate these examples to show how they illustrate the points they support. Thus a learner might discuss 'dumbing down,' by referring to a number of programmes, from a variety of channels, which appear to be informative but which are mainly a form of entertainment and are shown at prime time. A comment on the funding of the BBC might note, 'the BBC should not be allowed to benefit from the license fee because this form of funding bears no relationship to the audience they have.'

M3: television formats, narrative structures, genres and audiences will be discussed in such a way as to show why they are the way they are. Relevant, detailed exemplification drawn from television programmes or video productions will be given to support what is said, but the learner will not elucidate these examples to show how they illustrate the points they support. For example, a learner might note, 'Although *EastEnders* is a soap opera it is a flagship production for the BBC in which the narrative structure, with its multi-stranded plot lines and open endings, engages a prime time audience through well-written and serious plot lines. These have revolved around issues of public concern such as drug abuse and dealing with schizophrenia within a family. Because of this it has developed an audience profile with more B category viewers than other soaps. As soaps are mostly people talking to one another, camera work is nearly all shot-reverse-shot and close ups, with the occasional establishing long or medium shot at the beginning of a new scene.'

M1, M2 and M3: learners will use technical vocabulary for the most part correctly, but may make mistakes or be unsure about usages at times.

### **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: fuller and more extensive explanation, better application of examples, and provision of argument to support points made, plus the higher quality expression, will discriminate between this grade and the merit. Learners will 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. For example, using the BBC as a case study, a learner might explain, with reference to such things as the appointment process for governors, how it is structured in terms of its role as a public service provider, giving examples of how the broadcaster conforms to its public service remit to 'educate, inform and entertain,' and fully explaining how these examples illustrate the public service remit in operation. The learner might then also explore how the BBC is constrained by regulation and is pressured by increasing competition from the commercial sector. Learners will explain the differences between methods of funding with clear reference to the Broadcasting Act 1990. They will explain the regulation of the industry with reference to detailed illustrative examples of self-regulation in action and cases where the external regulators have intervened, elucidating these examples in such a way as to clearly show how they demonstrate the regulation of the industry.

D2: learners will analyse the current debates surrounding the UK television and video industry critically – that is, will compare, assess and discriminate between differing points of view. They will justify their ideas and points with supporting arguments and use elucidated examples. Key issues will not be seen as isolated but interconnected. For example, methods of funding will be shown to be linked to the commercialisation of the industry which, in turn, might result in programmes being 'dumbed down.' A learner might link the way commercial broadcasters are funded through advertising with their need to maximise audiences, and hence create programmes which entertain rather than inform, giving examples of that tendency from a full range of advertising funded channels, and explaining precisely in what way they might be perceived as 'lower quality'

television. Learners will challenge assumptions with well-supported arguments. For example, they may question the need for a public service provider that is funded by a license fee by referring to figures which show that many viewers never watch the BBC, but then put the opposing argument that many people have no children yet still have to pay taxes which pay for schools.

D3: learners will critically discuss the products of the television and video industry. Formats, narratives, genres and audiences will be analysed in terms of their relationship to the institution that produced or broadcast them. For example, an analysis of *EastEnders* would explore its development as a product that is both popular and high quality, being intended to entertain, educate and inform its audience in the public service tradition. The analysis would illustrate this through exploration of a specific multi-stranded segment of the series exploring a current social issue in a way that challenges stereotypes and provokes audience debate. However, it will also refer to arguments that increasingly sensationalised plot lines reflect the competition for ratings, drawing the BBC into a ratings war to justify its license fee. Thorough research would be done into the audience profile, and this would be supported by some audience response research done by the learner.

D1, D2 and D3: technical vocabulary will be secure and used correctly and confidently at all times.

### 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	Assignment 1 – Structure of the TV and Video Industry	Brief to build a simple web page providing information and debate about the television and video industry and its productions.	<ul style="list-style-type: none"> <li>Annotated research portfolio.</li> <li>Web page with links to appropriate illustrative content.</li> </ul>
P2, M2, D2	Assignment 2 – Issues and Debates	As above.	<ul style="list-style-type: none"> <li>Annotated research portfolio.</li> <li>Web page with links to appropriate illustrative content.</li> </ul>
P3, M3, D3	Assignment 3 – Analysing TV Programmes and Videos	As above.	<ul style="list-style-type: none"> <li>Annotated research portfolio.</li> <li>Web page with links to appropriate illustrative content.</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
Media Audiences and Products	Critical Approaches to Creative Media Products
	Film Studies
	Radio Studies

### Essential resources

Learners will need independent access to video players and monitors in an appropriate viewing area. They will need access to a good video library containing copies of productions from a range of television channels.

Learners will also need access to a library containing texts on media and television studies, magazines, newspapers, trade journals and specialist publications to gain statistical evidence relating to audience figures. Access to the internet and CD ROMs is also essential.

### Employer engagement and vocational contexts

Centres should aim to incorporate contact with practitioners from relevant fields wherever possible in teaching this unit. Visiting lectures from practitioners from the television or video industries, representatives from production companies or distributors or broadcasters may all benefit learners studying this unit. Site visits to television companies or local video production companies may also be relevant in this context.

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

Branston G and Stafford R – *The Media Students Book* (Routledge, 2006) ISBN 978-0415371438

Burton G – *Talking Television: An Introduction to the Study of Television* (Hodder Arnold, 2000) ISBN 978-0340589649

Long P and Wall T – *Media Studies: Texts, Production and Context* (Longman, 2009) ISBN 978-1405858472

### Journals

*Broadcast Magazine*

*The Guardian* (Monday media section)

### Websites

[www.barb.co.uk](http://www.barb.co.uk) – the Broadcasters' Audience Research Board

[www.bbc.co.uk/guidelines/editorialguidelines/edguide/](http://www.bbc.co.uk/guidelines/editorialguidelines/edguide/) – BBC Editorial Guidelines online

[www.bbconline.co.uk](http://www.bbconline.co.uk) – BBC

[www.bbconline.co.uk/news](http://www.bbconline.co.uk/news) – BBC news

[www.carlton.com](http://www.carlton.com) – Carlton TV

[www.channel4.com](http://www.channel4.com) – Channel 4 TV

[www.granada.co.uk](http://www.granada.co.uk) – Granada TV

[www.mediaknowall.com](http://www.mediaknowall.com) – a good starting point for internet research on the media

[www.newscorp.com](http://www.newscorp.com) – News Corporation

[www.ofcom.org.uk](http://www.ofcom.org.uk) – the broadcasting regulator, Ofcom

[www.skynews.co.uk](http://www.skynews.co.uk) – Sky News

[www.vlv.org.uk](http://www.vlv.org.uk) – the Voice of the Listener and Viewer

## 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>	planning and carrying out research to investigate the structure of the industry, issues and debates surrounding the industry, and deconstructing selected texts.

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>	generating ideas and exploring possibilities for developing ways to present information
<b>Reflective learners</b>	assessing their own and others' contributions to discussions on the issues and concepts surrounding this industry
<b>Team workers</b>	working towards common goals and reaching agreements to achieve results when working in a group on research projects
<b>Self-managers</b>	working towards goals and organising their time and resources effectively when conducting their analytical investigations.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	presenting information using word processing or digital presentation methods
Manage information storage to enable efficient retrieval	collating and storing research materials and written work
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	engaging in research and analysis activities
<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>	presenting evidence for assessment such as written reports, collated research portfolios or digital presentations
Bring together information to suit content and purpose	presenting evidence for assessment such as written reports, collated research portfolios or digital presentations
Present information in ways that are fit for purpose and audience	presenting evidence for assessment such as written reports, collated research portfolios or digital presentations
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	contacting professionals or those in the industry during research activities
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing debates and issues and TV and video productions
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	engaging in research activities
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting evidence for assessment particularly in relation to analytical activities.