

Unit 8: Understanding the Television and Film Industries

Unit code:	M/600/6695
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' knowledge of the television and film industries and the structure of individual companies. The unit will develop their understanding of job roles, working practices and regulation, and will enable them to prepare the necessary documentation to apply for a job in these industries.

● Unit introduction

The television and film industries have gone through many changes in the last two decades. The development of new technology, and the inevitable changes in governing legislation and working practices, have resulted in an increase in the range of services and service providers that now make up an increasingly diverse industry. These changes have been driven, for the most part, by the technologies that have enabled media companies to access increasing audiences in ways different from the traditional ones, and subsequently to provide a greater range and diversity of content. Whilst terrestrial television is still dominated by the major household names such as the BBC, ITV, Channel 4 and Channel 5, multi-channel services via satellite and cable have changed the face of television within the UK and across the world. The digital revolution now allows audiences to use television and a host of other media content in whatever way is most convenient to them. As a result, media content has become more inclusive, catering for a wider range of tastes and opinions and a greater spectrum of ages, cultural and geographical backgrounds.

Similarly, the film industry has gone through a range of technological, financial, commercial and aesthetic changes which have seen the British film industry go through a relatively strong period of growth and development in the first few years of the 21st century.

An understanding of the operation of the various organisational structures in the television and film industries is essential for anyone intending to work in these sectors. It is equally important for anyone wishing to progress onto higher level qualifications to be aware of the range of job opportunities and of the relevant training that is required.

This unit aims to provide learners with the opportunity to gain knowledge of the key organisations within the television and film industries and the structure of individual companies. Learners will explore and develop their understanding of these industries through study of the range of technical, management, creative, research and financial roles and job opportunities currently available within them.

This unit covers contractual, legal and ethical obligations, trends affecting the industries, and how to develop a professional approach to employment.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about ownership and funding in the television and film industries
- 2 Know about job roles in the television and film industries
- 3 Understand contractual, legal and ethical obligations in the television and film industries
- 4 Understand developing technologies in the television and film industries
- 5 Be able to prepare personal career development material.

Unit content

1 Know about ownership and funding in the television and film industries

Ownership: public service; commercial; private; corporate; independent companies; global companies; vertical and horizontal integration; monopoly

Funding: license fee; subscription; pay per view; sponsorship; advertising; product placement; private capital; financial aid; development funds

2 Know about job roles in the television and film industries

Job roles: management; creative; editorial; technical; research; financial; organisational; administrative

Working patterns: shift work; fixed term; office hours; freelance; irregular patterns; hourly rates; piece work

3 Understand contractual, legal and ethical obligations in the television and film industries

Contracts: types of contract; confidentiality; exclusivity

Employment legislation: health and safety; equal opportunities; Employment Equality (Age) Regulations 2006; employer's liability; employee rights; belonging to a trade union; intellectual property: copyright; trademarks; other forms of intellectual property; passing off

Ethical: codes of practice; policies and procedures; emerging social concerns and expectations; representation, eg individuals, groups, religions, issues

Legal: Race Relations Act 1976 (and later amendments); Broadcasting Act 1990 (and later amendments); Obscene Publications Act 1959 (and later amendments); British Board of Film Classification (BBFC); Ofcom

4 Understand developing technologies in the television and film industries

Developing technologies: eg satellite, cable, analogue, digital, film-based, interactive, internet, high definition, consumer products, streaming content, on-demand viewing, digital recorders, pay per view

5 Be able to prepare personal career development material

Methods of recruitment: eg 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, technological 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; showreel; personal website; curriculum vitae (CV); application letters; interviewing skills; presentation 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:
P1 describe ownership and funding in the television and film industries with some appropriate use of subject terminology [IE]	M1 explain ownership and funding in the television and film industries with reference to detailed illustrative examples and with generally correct use of subject terminology	D1 comprehensively explain ownership and funding in the television and film industries with reference to elucidated examples and consistently using subject terminology correctly
P2 describe the characteristics, duties and responsibilities of management, creative and technical job roles in the television and film industries with some appropriate use of subject terminology [IE]	M2 explain the characteristics, duties and responsibilities of management, creative and technical job roles in the television and film industries with reference to detailed illustrative examples and with generally correct use of subject terminology	D2 comprehensively explain the characteristics, duties and responsibilities of management, creative and technical job roles in the television and film industries showing how they relate to each other, with reference to elucidated examples and consistently using subject terminology correctly
P3 describe contractual, legal and ethical obligations in the television and film industries, with some appropriate use of subject terminology [IE]	M3 explain contractual, legal and ethical obligations in the television and film industries with reference to detailed illustrative examples and with generally correct use of subject terminology	D3 comprehensively explain contractual, legal and ethical obligations in the television and film industries with reference to elucidated examples and consistently using subject terminology correctly
P4 describe developing technologies in the television and film industries with some appropriate use of subject terminology	M4 explain developing technologies in the television and film industries with reference to detailed illustrative examples and with generally correct use of subject terminology	D4 comprehensively explain developing technologies in the television and film 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:
P5 prepare personal career development material using basic formal language. [RL]	M5 prepare carefully produced personal career development material using generally correct formal language.	D5 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.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit gives learners the opportunity to explore the various sectors and industry structures that make up these exciting, versatile and constantly changing industries. Through following the unit, learners will develop an appreciation of their importance and diversity. At the same time they should be encouraged to develop a clear sense of where they see their own future and how they may plan their own career development. Tutors should see this unit as an opportunity to motivate and stimulate learners to examine how the television and film industries have developed through advances in technology, changing working practices and an increasingly discerning audience with increased expectations of media content and usage. Tutors should encourage learners to understand the importance of multi-skilling which is now the norm within these industries.

Learning about industry can sometimes seem tedious and learners may find it difficult to engage with the subject and grasp the benefits of such knowledge. Tutors should therefore look for ways in which learners can become directly involved in the process of discovering employment opportunities within the television and film industries. To this end, much of the work for this unit can be done through directed research exercises and an exploration of those jobs which directly relate to the career aims of individual learners.

When studying organisational structures and job roles, after initial class lectures, learners could do one or more case studies of public service, commercial, independent or corporate production companies, allowing discussion of organisational structures and an examination of a variety of job roles. Visits to organisations and shadowing placements can be very helpful in illustrating working conditions and explaining job duties. Learners may develop an insight into job roles by researching the recruitment sections in the main trade publications which deal with the television and film industries, and recruitment sites on the internet. These sites will provide some detail of employment opportunities including job specifications and terms of employment. Further investigation may involve a recorded interview with someone who is currently carrying out these duties or who has worked in this role in the past, or with someone who has been involved with recruitment, and who therefore may be able to explain the criteria they use when selecting someone for a job.

As these industries are so large, learners should be encouraged to share their research and findings with other learners. In this way, they can engage in assessment and questioning of each other's research and knowledge. By encouraging this dissemination of information, a much wider range of organisations, structures and employment opportunities can be explored.

Formal lectures and independent study will be the main methods used to teach understanding of contractual and legal obligations. Learners should explore a range of different contracts of employment including fixed, freelance and piecework.

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.

Tutor led lectures (two sessions) introducing the industries and summarising the make up of the differing macro organisation of film and television.

Learner activities based on the lecture furthering investigation and cementing understanding.

Topics and suggested assignments and activities

Assignment 1 – Getting to Grips with the Industry

Learners will:

- research ownership and funding of the TV and film industries
- produce a presentation explaining their findings.

Working in the industry – tutor led discussion on the nature of roles within a given sector of the TV and film industries to illustrate the range of role types and responsibilities.

Visiting lecture from a practitioner from within the industry detailing their own particular role and how it fits within a company and ultimately within the industry.

Assignment 2 – Who's Who?

Learners will:

- build a flowchart showing the responsibilities of those within the industry and how career paths can be built between roles
- research the range of job roles within management, creative and technical areas in the TV and film industries
- produce an illustrated booklet covering what the roles involve, where they fit within the larger picture of the industry, responsibilities of the roles, and career pathways leading to and from the roles.

Lecture incorporating video clips demonstrating the obligations on those within the industry. Learner activities to develop understanding and consolidate findings.

Assignment 3 – Limitations and Obligations

Learners will:

- research contractual, legal and ethical obligations in the industry
- produce a written report, illustrated with examples from the industry to support their findings.

Visiting lecture from manager of a media company outlining what qualities are desired in employees.

Lecture on advances in recording and broadcasting followed by group activities exploring further the examples given in lecture.

Assignment 4 – Developing Technologies

Learners will produce a webpage about the changes in technology within the industry, illustrated with appropriate images.

Assignment 5 – Planning for my Future

Learners will:

- collate examples of their own work, prepare a CV and personal statement, and collect references from appropriate sources
- produce a DVD containing all of the collated material in an appropriate format for presentation to potential employers
- produce a career plan, detailing several current examples of job opportunities and what further action they would have to take to be ready to apply for these.

Unit learning and assessment review.

Assessment

Evidence for assessment

Evidence for achievement of learning outcomes 1, 2, 3 and 4 is likely to consist of presentations, either oral or in some audio-visual format, and written reports of varying formality. Learners could also present their findings as an exhibition. Presentations must be recorded for the purposes of internal and external verification.

For those learning outcomes, and for some learners, a formal viva voce 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 equivalent 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. Formal vivas should be recorded for the purposes of internal and external verification and at least 50 per cent of such assessments must be internally verified.

Evidence for achievement of learning outcome 5 could be a portfolio, a showreel, a personal website, a completed CV, evidence of research and preparation for the position(s) being applied for, and letters of application for jobs which the learner might realistically apply for. In addition, learners might develop a spreadsheet or diary of contacts or other form of industry networking database, as well as an employer database for the industries.

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 relevant descriptions of ownership and funding in the television and film industries. These descriptions will, however, be limited in depth.

P2: learners will correctly and substantially describe common job roles within the television and film industries. They will demonstrate a basic understanding of the characteristics, duties and responsibilities of a range of management, creative and technical job roles. A learner might note, for example, 'A camera operator's job is to operate the camera and take instructions from the director. The camera operator must also understand lighting as that is so important to camera work.'

P3: learners will accurately and for the most part fully describe the most usual contractual, legal and ethical obligations. Their work will reveal a basic but accurate grasp of the most important concepts.

P4: learners will accurately describe the changing technologies within the industries, using the terminology of the technologies appropriately.

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. For example, a basic understanding of initial employment opportunities will be shown in the form of a job search sourced from the internet or media publications listing jobs available. Learners will create a basic CV containing information on the skills and education they have achieved, a showreel 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 trades 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: learners will move beyond description to considering issues relating to the ownership and funding of the television and film industries, referring to well-researched examples. Learners will show good understanding of the topics and reveal an ability to relate their understanding to the selected examples.

M2: when discussing job roles, learners will demonstrate a detailed understanding of a range of management, creative and technical opportunities together with the requirements of skilled interaction within the organisational structure. A learner might note, for example, 'A camera operator will have a range of technical skills in their operation of the camera and will have developed listening and communication skills in order to meet the needs of the director and other creative and production personnel.'

M3: when explaining contractual, legal and ethical considerations, learners will show a well-informed understanding which relates researched examples to rules, obligations and ethical standards.

M4: learners will explain the developing technologies within the industry, showing an understanding of how they affect both the producers of media content as well as the audience for said content. They will illustrate their comments with appropriate examples from industry practice but will not elaborate on these examples.

M1, M2, M3 and M4: 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 carefully prepared and will have neat, methodical presentation. Material will demonstrate some signs of imagination in designing a plan which is individualised and is pertinent to the career of the learner. 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 and D3: 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 justify the points they make, providing reasons for their explanations, and making clear their knowledge and understanding of how the well-researched examples they provide illustrate their arguments. They will have sought carefully to find examples which illustrate their points exactly, and then will make fluent, confident comments which develop the points made. They will draw out of an example precisely what it is about it that exemplifies the point it illustrates.

D4: learners will provide a more detailed and fully justified explanation of developing technologies, detailing carefully how these affect the practice of producers of media content and the experiences of the audience. The examples provided to illustrate their comments will be well-researched and explained carefully.

D1, D2, D3 and D4: technical vocabulary will be secure and used correctly and confidently at all times.

D5: learners will have produced thorough personal development material to a near-professional standard, with realistic and substantial action plans for future career development. These learners will relate their understanding of job roles to their personal career plans. They will identify their skill gaps and suggest plans to rectify them. They will show clearly how their personal skills can best be used in the industries. 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	Assignment 1 – Getting to Grips with the Industry	Brief to produce a detailed seminar presentation detailing the ownership and funding of the television and film industries for the director of a company thinking of branching out into producing media content.	<ul style="list-style-type: none"> • Presentation cuecards. • Tutor observation and recording of presentation itself. • Print out of PowerPoint slides.
P2, M2, D2	Assignment 2 – Who's Who?	Brief to produce a guide for careers advisors to distribute to those wishing to work in the television and film industries.	<ul style="list-style-type: none"> • Research portfolio annotated. • Finished booklet, illustrated with appropriate imagery.
P3, M3, D3	Assignment 3 – Limitations and Obligations	Brief to write a written report for the director of the company mentioned in Assignment 1, detailing the contractual, legal and ethical obligations faced by the industries.	<ul style="list-style-type: none"> • Written report illustrated where appropriate.
P4, M4, D4	Assignment 4 – Developing Technologies	Brief to produce a web page for inclusion on an informative website about the media.	<ul style="list-style-type: none"> • Research portfolio demonstrating where findings have been sourced. • Completed web page with live links where applicable.
P5, M5, D5	Assignment 5 – Planning for my Future	Learners produce a digital portfolio on DVD ready for submission to potential employers with a career plan.	<ul style="list-style-type: none"> • Digital portfolio including examples of work, a CV, a personal statement and references. • Career plan detailing how a selection of current job opportunities could be worked towards and applied for.

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 Creative 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, 9, 10, 11, 12 and 13) learners would not be expected to take any of those units alongside this one in the same Creative Media Production programme.

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Production (Film and Television) as follows:

- P15 Ensure compliance with regulations and codes of practice.

Essential resources

Learners will need access to a variety of research sources, including print and electronic resources. They will also need access to a range of different television and film products in order to put their understanding into context.

Employer engagement and vocational contexts

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/

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

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- 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

Bignell J – *An Introduction to Television Studies, 2nd Edition* (Routledge, 2007) ISBN 978-0415419185

Dyja E – *BFI Film and Television Handbook* (British Film Institute, updated yearly)

Geraghty C – *The Television Studies Book* (Hodder Arnold, 1997) ISBN 978-0340662311

Gomery D and Hockley L – *Television Industries* (British Film Institute Publishing, 2006) ISBN 978-1844571079

Hesmondhalgh D – *Media Production* (Open University Press, 2006) ISBN 978-0335218844

Hilmes M – *The Television History Book* (British Film Institute Publishing, 2003) ISBN 978-0851709888

Holland P – *The Television Handbook* (Routledge, 2000) ISBN 978-0415212823

Johnson C and Turnock R – *ITV Cultures: Independent Television over Fifty Years* (Open University Press, 2005) ISBN 978-0335217298

Langham J – *Lights, Camera, Action: Working in Film Television and Video* (British Film Institute, 1996) ISBN 978-0851705736

Journals

Broadcast Magazine

Campaign

Screen Finance

Screen International

Variety

Websites

www.bbc.co.uk/writersroom – the BBC's online resource for writing drama and comedy for television, radio and film

www.bfi.org.uk – website of the British Film Industry

www.broadcastnow.co.uk – daily broadcast, production and radio news, plus jobs and TV ratings and analysis

www.shootingpeople.org/account/auth.php – a film-makers' network site with information about jobs and resources

www.skillset.org.uk – website of Skillset, the Sector Skills Council for the creative media sector

www.ukfilmcouncil.org.uk – website of the British Film Council

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 ...
Independent enquirers	carrying out research into the industry, job roles and obligations within the industry and analysing and evaluating information
Reflective learners	assessing themselves and evaluating their own skills and experiences in order to inform their future progress and to create career development materials.

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 ...
Creative thinkers	generating ideas, exploring possibilities and adapting ideas as circumstances change when producing career development materials
Self-managers	working towards goals and organising their time and resources carefully when building career development materials.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	utilising ICT resources in order to research and present evidence
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching to present evidence
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	presenting evidence
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	
Mathematics	
Draw conclusions and provide mathematical justifications	considering career pathways and looking at income and earnings
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to discussions and group presentations
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching for all work
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting evidence in writing.