



## National Unit Specification: general information

**UNIT** Media: An Introduction to a Sector of the Media Industry (SCQF level 6)

**CODE** F57J 12

### SUMMARY

In this Unit candidates will be given the opportunity to develop knowledge and understanding of the structure and ownership of a media sector, and of a range of job roles within a chosen sector of the media industry. Candidates will also be given the opportunity to examine the impact of legal and institutional constraints on those who work within the media industry. This is an introductory Unit which should provide underpinning knowledge for candidates who plan to go on to study the media industry in more detail.

This Unit is suitable for candidates who are interested in understanding how the media industry operates and interested in gaining an awareness of the job roles within the media industry.

### OUTCOMES

- 1 Investigate the structure and ownership of a media sector.
- 2 Investigate key job roles within a media sector.
- 3 Explain the key constraints on a media sector.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would benefit from having previously attained a Unit in *Communication* and/or *English* at SCQF level 5.

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#### Administrative Information

**Superclass:** KA

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## **National Unit Specification: general information (cont)**

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### **CREDIT VALUE**

1 credit at Higher (6 SCQF credit points at SCQF level 6\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

There are opportunities for Core Skill development, these are highlighted in the Support Notes of this Unit Specification.

## **National Unit Specification: statement of standards**

### **UNIT       Media: An Introduction to a Sector of the Media Industry (SCQF level 6)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Investigate the structure and ownership of a media sector.

##### **Performance Criteria**

- (a) Identify the key organisations within the specified media sector.
- (b) Identify the ownership of these key organisations (both public and private).
- (c) Explain the financial implications of ownership within the specified media sector.

#### **OUTCOME 2**

Investigate key job roles within a media sector.

##### **Performance Criteria**

- (a) Identify a range of key jobs within the specified media sector.
- (b) Describe the roles and responsibilities of the identified jobs.
- (c) Explain the relationship between the identified roles.

#### **OUTCOME 3**

Explain the key constraints on a media sector.

##### **Performance Criteria**

- (a) Identify and explain the key legal constraints.
- (b) Identify and explain the key institutional constraints.
- (c) Identify and explain the key regulatory constraints.
- (d) Identify and explain the key voluntary constraints.

## National Unit Specification: statement of standards (cont)

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### EVIDENCE REQUIREMENTS FOR THIS UNIT

#### Outcomes 1, 2 and 3 — Written and/or Oral evidence

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Candidates will be given a brief by the teacher/lecturer for this Unit. This brief will define the media sector that they are required to focus on for all Outcomes.

The evidence must show that candidates are able to:

- ◆ identify a minimum of three different key organisations within the specified media sector, their ownership and explain their financial implications (this should cover the effect that money has on the organisation and its products)
- ◆ identify the key jobs within the specified media sector
- ◆ describe the roles and responsibilities of these jobs within the specified media sector
- ◆ explain the relationship between these roles
- ◆ identify and explain the key legal constraints on the specified media sector
- ◆ identify and explain the key institutional constraints on the specified media sector
- ◆ identify and explain the key regulatory constraints on the specified media sector
- ◆ identify and explain the key voluntary constraints on the specified media sector

Candidates are not expected to have in-depth knowledge of government laws however they will be expected to be aware of the general areas of the media sector that are covered by government regulations and the impact of these regulations. Self regulation or voluntary controls are practised by the industry to maintain standards of production and responsible behaviour. This is often self imposed to divert any imposed conditions from outside (ie government). Some examples would be, the issue of privacy and intrusive reporting of peoples' private lives, reporting of violence, sex, and issues of taste and decency.

This assessment will take place at appropriate points in the Unit. The assessor must authenticate that the evidence produced is the candidate's own work.

The Assessment Support Pack (ASP) for this Unit provides sample assessment material including an Instrument of assessment and candidate brief. Centres wishing to develop their own assessments should refer to the Assessment Support Pack to ensure a comparable standard.

## National Unit Specification: support notes

### UNIT        Media: An Introduction to a Sector of the Media Industry (SCQF level 6)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a mandatory Unit within the National Certificate in Media (SCQF level 6), but can also be taken as a free-standing Unit.

The purpose of this Unit is to give candidates the opportunity to study a sector of the media industry. Candidates will be introduced to the structure and ownership within the sector and should gain knowledge and understanding of the key job roles within the sector. In addition, candidates will be introduced to the legal and institutional constraints on the media sector. No prior knowledge is required for candidates, but an interest or some previous involvement in the media industry would be beneficial.

It would be beneficial for candidates to study this Unit along-side a practical media Unit such as the F57P 12 *Media Project* (SCQF level 6) Unit. For example, if a candidate was undertaking the production of a student magazine as part of the F57P 12 *Media Project* (SCQF level 6) Unit then candidates could use this Unit as the basis for research into their chosen media sector before embarking on the F57P 12 *Media Project* (SCQF level 6) Unit.

In Outcome 1 candidates will investigate the structure and ownership of a chosen media sector. For example, if television is chosen as the media sector then they may wish to identify organisations such as BBC, ITV and Sky Television. They should also recognise the importance of ownership (both public and private) within these organisations and the financial implications or constraints imposed by ownership. For example, the BBC competition with Sky television for the showing of sporting events such as premiere football matches. Sky has the money to finance such ventures whereas the BBC is dependent on the license fee for income and therefore have limited finance. Other financial implications could include advertising revenue and the type/cost of programme which each organisation can produce.

In Outcome 2, candidates should be encouraged to identify a wide variety of jobs available within a sector of the media industry. The jobs selected should be as diverse as possible. The candidate will then go on to select and investigate the key roles of particular interest to them in more detail. They will explain the purpose, roles and responsibilities involved in each job, and it may also be beneficial for candidates to identify what skills are required to be successful in these jobs.

As an example, a candidate may select the area of small-scale Television Production as their chosen sector of the media industry. They could then identify such roles as: Scriptwriter, Researcher, Producer, Director, Production Assistant, Production Secretary, Camera operator, Lighting operator, and Sound operator. Although this list can be quite extensive, for a small-scale production some job roles can be undertaken by one person, eg Scriptwriter, Researcher and Director. The candidate would then go on to select and investigate the purpose, roles and responsibilities of the key roles identified. For example, the purpose of the camera operator role is to liaise with the director and acquire material which meets the technical and aesthetic requirements of the Director.

### National Unit Specification: support notes (cont)

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The camera operator will need to know how to use a camera and its ancillary equipment, understand how to resolve images using this equipment and work in a safe and efficient manner.

Candidates will also have to be able to explain the relationship between jobs. For example, although the Director has overall control of artistic and creative decisions, the production manager has control of budget and logistics and both are ultimately responsible to the executive producer.

In Outcome 3 candidates should investigate current legislation and constraints on the chosen media sector.

As an example, if a candidate selects the area of small-scale Television Production as their chosen sector of the media industry then they would be investigating the impact of:

- ◆ copyright implications such as permissions from contributors or vox pops, music copyright clearance, permissions for archive material (video and still images), and clearances for shooting on external locations.
- ◆ legal implications such as pre and post watershed requirements, defamation, libel and slander, Child Protection, and local bye-laws relating to shooting on location.
- ◆ self regulation or voluntary controls are practised by the industry to maintain standards of production and responsible behaviour. This is self imposed to divert any externally imposed conditions (ie government). Some examples would be, the issue of privacy and intrusive reporting of peoples' private lives, reporting of violence, sex and issues of taste and decency.
- ◆ Health and Safety legislation which, for example, protects the television crew from noise, dust, excesses of heat and cold, exposure to dangerous machinery or chemicals. Health and Safety can also apply to the conditions in which they edit and the length of time they spend editing plus time spent in front of a LCD panel. (Note — Health and Safety Implications for Television Production are fairly rigorous and would necessarily be included within site surveys and Risk Assessments for locations).

### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

Candidates would benefit from visits by individuals employed in the chosen media sector and/or visits to relevant organisations within that sector to contextualise Outcome 1 and 2. In addition, some media industry organisations have departments and/or individuals with a specific education remit. It may therefore be beneficial for centres to arrange visits from these organisations and/or obtain up to date materials from them.

In Outcome 3 it would be beneficial for candidates to be given real-life examples/case studies of where legal and institutional constraints have become an issue within the chosen sector of the media industry. Candidates could be given examples where self regulation was not adhered to or the boundary was not observed such as the privacy of individuals (especially celebrities) where the media especially newspapers have been intrusive. This could generate discussion as to the responsibilities of the media. It would be possible to source investigations of malpractice from the regulatory body Ofcom, and these examples could be used as exemplification for candidates.

## National Unit Specification: support notes (cont)

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As the media industry is dynamic and fast changing, it is essential that candidates are given as up to date a picture as possible. Many industry organisations have websites which candidates should be encouraged to use as a source of research for Outcome 2. Candidates should also be encouraged to research existing legislation on appropriate governmental websites for Outcome 3. As a note of caution — while the internet is a useful research tool for candidates, care should be taken to ensure information gathered is accurate and up to date.

Candidates can also be encouraged to use Presentation Software as a means of generating assessment evidence for the Unit.

Useful sources of information are Industry Lead bodies and Trades Unions and Professional Associations, eg Skillset, NUJ, BECTU, EQUITY.

It would be beneficial for candidates to work in small groups on a regular basis to test each other on the content of the Unit.

### OPPORTUNITIES FOR CORE SKILL DEVELOPMENT

Candidates will be producing written and/or oral communication evidence as part of the assessment. This offers ideal opportunities to develop aspects of the Core Skill of *Communication*.

Candidates will also have the opportunity to develop aspect of the Core Skill of *Information Technology*, should they choose to research aspects such as professional roles and career opportunities using the internet.

### GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The suggested Instrument of Assessment is a research report which would cover all Outcomes and Performance Criteria. It is recommended that candidates indicate their sources of information within this research report. It is also recommended that candidates gather evidence in the form of a folio.

Time should be allowed for any necessary re-assessment.

### Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by information and communications technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

## **National Unit Specification: support notes (cont)**

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### **CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* ([www.sqa.org.uk](http://www.sqa.org.uk)).