

Cambridge TECHNICALS LEVEL 3

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 19

UK broadcasting

L/507/6405

Guided learning hours: 30

Version 2 September 2016

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Guided learning hours: 30

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

This unit focuses on broadcasting as distinct from production. Broadcasting is one of the channels by which media productions are distributed to an audience.

By completing this unit you will understand the structure of broadcasting organisations and the types of job roles within them. You will understand the considerations for broadcasting productions in the UK and be able to apply your understanding by scheduling productions for broadcast on an identified platform or channel.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand the considerations for broadcasting	1.1 considerations, i.e. <ul style="list-style-type: none"> • codes and conventions (e.g. segues, musical themes, over the shoulder shot (soap operas)) • genres (e.g. soap opera, chat show, news) • purpose (e.g. to entertain, educate, inform) • audience (e.g. youth, family, niche) • schedules (e.g. prime-time, daytime, post-watershed, Christmas) • funding/advertising/sponsorship (e.g. licence fee, product placement, prime advertising slots) • legal and ethical (e.g. copyright, offensive content, performing rights, representation) 1.2 regulations, i.e. <ul style="list-style-type: none"> • Broadcasting Acts 1990 and 1996 • Communications Act 2003 and Ofcom • Authority for Video on Demand (ATVOD) • Code on the Scheduling of Television Advertising (COSTA) • Broadcasting Code • Code on Sports and Other Listed and Designated Events • The Royal Charter (BBC) • Audio-visual Media Services Directive 2007 • Digital Economy Act 2010 • Advertising Standards Authority • The UK Code of Broadcast Advertising (BCAP Code) • voluntary agreements, e.g.: <ul style="list-style-type: none"> ○ watershed (e.g. after 21.00) ○ classification considerations by medium (e.g. content warnings, Sky TV ratings)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.3 mediums, i.e.</p> <ul style="list-style-type: none"> • TV • radio • virtual platforms (e.g. internet, Web 2.0 applications) <p>1.4 delivery, i.e.</p> <ul style="list-style-type: none"> • scheduled (e.g. television, radio) • on demand (e.g. Netflix, podcasting, Amazon Prime) • live events (e.g. sporting events, charity events, music festivals) <p>1.5 the qualifications, experience, skills needed to take on roles in broadcasting, e.g.</p> <ul style="list-style-type: none"> • commissioning editor • broadcast engineer • channel controller • scheduling manager • advertising sales
<p>2. Be able to apply scheduling considerations to productions for an identified broadcaster</p>	<p>2.1 scheduling considerations, i.e.</p> <ul style="list-style-type: none"> • demographics (e.g. 18-30, children, family) • time (e.g. breakfast, afternoon, early evening) • days (e.g. mid-week, Friday evenings, Saturday afternoon) • special occasions (e.g. Wimbledon, Glastonbury, FA Cup Final) <p>2.2 broadcast products by type, i.e.</p> <ul style="list-style-type: none"> • TV (e.g. adverts, films, TV dramas) • radio (e.g. programmes, jingles, advertisements, traffic updates) • virtual platforms (e.g. adverts, films, TV/radio programmes, traffic updates) <p>2.3 lifespan production content, i.e.</p> <ul style="list-style-type: none"> • news flash • podcasts (e.g. edited recordings of radio shows, serials, commentaries) • annual events (e.g. Christmas, Wimbledon, Children in Need, Remembrance Day) <p>2.4 documentation for activities and resources (e.g. timeline, plan, schedules, people, resources list)</p>

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the considerations for broadcasting	P1*: Explain the considerations for broadcasting different products <i>(*Synoptic assessment from Unit 1 Media products and audiences)</i>		
	P2: Describe the mediums used to broadcast content	M1: Discuss the benefits and limitations of the different broadcast mediums	D1: Evaluate legal and ethical risks of different broadcast mediums
	P3: Discuss the roles in broadcasting		
2. Be able to apply scheduling considerations to productions for an identified broadcaster	P4: Explain the scheduling considerations for broadcasting identified pre-recorded TV or radio content	M2: Discuss how the scheduling considers and meets regulatory requirements	
	P5: Create documentation for the scheduling of pre-recorded content for an identified broadcasters demographics		

*SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

ASSESSMENT GUIDANCE

LO1 Understand the considerations for broadcasting

- P1:** Learners must demonstrate an understanding of the considerations for broadcasting products for different genres and purposes. Evidence could be in the form of a written analysis, a slide show presentation, a commentary over audio-visual material, a written report, audio-visual presentation of the material, a wall chart diagram, or Blog.
- P2:** Learners must be able to describe the different types of medium used to broadcast both live and recorded content. This could be evidenced by a written report with images, a slide presentation or by an audio-visual presentation, or online.
- P3:** Learners must understand the roles within broadcasting and the skills they require. Evidence could be a written analysis, a presentation, a commentary over audio-visual material, a written report, an audio-visual presentation of the material, a wall chart diagram, information sheets, a slide show with supporting notes, or Blog.
- M1:** Learners must be able to discuss the benefits and limitations of different broadcast mediums identifying in the process a medium on which to focus. Evidence could be a written analysis, a presentation, a commentary over audio-visual material, a written report, an audio-visual presentation of the material, a wall chart diagram, information sheets, a slide show with supporting notes, or Blog.
- D1:** Learners must be able to evaluate the legal and ethical risks of the different broadcast mediums and give reasons for choosing a particular medium. Learning can be evidenced by a written analysis, a slide show presentation, a commentary over audio-visual material, a written report, an audio-visual presentation of the material, a wall chart diagram, information sheets, a slide show with supporting notes, a Blog, or a live filmed presentation.

LO2 Be able to apply scheduling considerations to productions for an identified broadcaster

- P4:** Learners must explain the scheduling considerations for broadcasting TV or radio content provided to them with an identified purpose. Evidence could be a written analysis, a slide show presentation, a commentary over audio-visual material, a written report, an audio-visual presentation of the material, a wall chart diagram, or Blog.
- P5:** Learners must be able to create documentation for the scheduling of pre-recorded content for an identified broadcaster's demographics. Learning can be evidenced by a written analysis, a slide show presentation, a commentary over audio-visual material, a written report, an audio-visual presentation of the material, a wall chart diagram, information sheets, a slide show with supporting notes, or Blog.

M2: Learners must demonstrate that they can discuss how the scheduling considers and meets regulatory requirements. Learning can be evidenced by a written analysis, a slide show presentation, a commentary over audio-visual material, a written report, audio-visual presentation of the material, a wall chart diagram, information sheets, a slide show with supporting notes, or Blog.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audio-visual content) which highlight their particular strengths; however, learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is a pathway optional unit in the Moving Image and Audio Production specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Learners could complete work-experience/placement in a local Radio/TV studio, looking at the scheduling activities and experience what influences broadcasting decisions.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Local industry practitioners could set a brief with a centre, based around a seasonal broadcasting schedule.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	For both LOs centres could invite guest speakers from the TV and radio industries who could explain to learners scheduling considerations and discuss how and why decisions are made, through a question and answer session.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry practitioner(s) could act as clients/ commissioning editors, providing feedback on learner developed broadcasting schedules.

To find out more

ocr.org.uk/digitalmedia

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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