

T-Level Technical Qualification in Media, Broadcast Production

Unit 1 – The Creative Economy	
Knowledge	
<p>Learning Objectives</p> <ul style="list-style-type: none"> - The definitions and characteristics of the creative economy and its significance in contemporary society - Explore the role of creativity in economic development and job creation, examining case studies from various media industries. 	<ul style="list-style-type: none"> – The definitions and characteristics of the creative economy and its significance in contemporary society. – The various career pathways within the creative industries and the skills required for each. – How different sectors interact within the creative economy, including collaboration, competition, and innovation.
Skills	
Analyse	<ul style="list-style-type: none"> – Evaluate industry case studies to identify successful strategies and innovative practices within the creative economy. – Analyse market trends and audience behaviors to assess their impact on content creation and distribution.
Comparison	<ul style="list-style-type: none"> – Compare different media sectors (e.g., film vs. digital media) to understand their unique challenges and opportunities. – Contrast traditional media practices with contemporary digital approaches to highlight shifts in the creative landscape.
Create	<ul style="list-style-type: none"> – Develop a project that showcases a creative concept, incorporating research, planning, and production processes. – Create a multimedia presentation that communicates insights about the creative economy, targeting specific audiences and platforms.

Unit 2 – The Individual in the Creative Industries
Knowledge

<ul style="list-style-type: none"> – Learning Objectives – Study the responsibilities and contributions of key roles in the media industry (e.g., director, producer, editor). – Conduct comparative analyses of successful individuals, exploring how their backgrounds and skills shape their work. 	<p>Unit 2 is designed to empower students with a comprehensive understanding of the role of individuals within creative industries. This module emphasizes the integration of creative skills, technical knowledge, and an appreciation for the industry's collaborative nature, preparing students for successful careers in media.</p>
<p>Skills</p>	
<p>Analyse</p>	<p>Investigate key roles and responsibilities within the media landscape, including emerging positions in digital media and technology.</p>
<p>Comparison</p>	<ul style="list-style-type: none"> – Explore different creative processes and methodologies used in the industry, comparing approaches across various media sectors (film, digital, advertising). – Foster understanding of how different roles collaborate within these processes to achieve a common goal.
<p>Create</p>	<ul style="list-style-type: none"> – Highlight the importance of teamwork in creative projects, fostering skills in collaboration, negotiation, and effective communication. – Create opportunities for students to work in diverse teams, reflecting industry practices.

Unit 3 – Cultural Context & Vocabulary

<p>Knowledge</p>	
<p>Learning Objectives</p> <ul style="list-style-type: none"> – External factors that influence the emergence and evolution of style, tastes and trends in the creative industries – Concept of cultural appropriation in the creative industries 	<p>Content 3: Cultural Context & Vocabulary, we'll structure the curriculum intent and learning objectives around analyzing, comparing, and creating within the media and broadcasting contexts.</p>
<p>Skills</p>	
<p>Analyse</p>	<ul style="list-style-type: none"> – Critically Analyse how media products represent various cultural groups, considering aspects such as gender, race, ethnicity, class, and religion.

	<ul style="list-style-type: none"> – Evaluate whether media representations are stereotypical, progressive, or neutral, and the impact of such representations on audiences.
Comparison	<ul style="list-style-type: none"> – Comparative Cultural Analysis: Compare media products from different cultural backgrounds, evaluating how societal values influence content creation and reception. – Theoretical Comparisons: Compare and contrast different critical theories (e.g., Marxist vs. Feminist perspectives) and how they explain cultural representation in media. – Historical vs. Contemporary Media: Explore the evolution of media representations over time, analyzing how cultural changes have affected broadcasting and production practices.
Create	<ul style="list-style-type: none"> – Produce a digital portfolio to use as a revision guide – Record, edit and mix different sounds together to tell a specific story

Unit 4-Audiences	
Knowledge	
<p>Learning Objectives</p> <ul style="list-style-type: none"> – Provide students with a deep understanding of media audiences, their consumption habits, behaviors, and the way they interact with media content. – Students analyze different ways audiences can be segmented (demographic, psychographic, geographic, etc.) and apply this knowledge to case studies of media products. 	<p>Provides students with a deep understanding of media audiences, their consumption habits, behaviors, and the way they interact with media content.</p> <p>Equipped learners with the analytical tools needed to identify target audiences and understand demographic, psychographic, and behavioral patterns.</p> <p>Help students critically evaluate how media producers shape content to cater to specific audience needs and desires.</p> <p>Enable students to apply audience theories and methodologies to real-world media campaigns, both traditional and digital.</p>
Skills	

Analyse	<ul style="list-style-type: none"> – The curriculum explores how contemporary media industries use data analytics and digital metrics (social media engagement, viewership statistics) to track and respond to audience behaviors.
Comparison	<ul style="list-style-type: none"> – A critical exploration of the difference between passive consumption of media versus active audience engagement, and how media producers craft content for each type.
Create	<ul style="list-style-type: none"> – Develop detailed audience personas for media products, incorporating age, gender, interests, values, and media consumption habits.

Unit 5 – Cultural Context & Vocabulary

Knowledge

<p>Learning Objectives</p> <ul style="list-style-type: none"> – Provide students with a solid understanding of the legal and ethical regulations that govern media production and broadcasting. – Foster an understanding of the role of regulatory bodies (like Ofcom in the UK) and how they impact content creation, distribution, and audience interaction. – Encourage learners to appreciate the balance between creative freedom and compliance with legal constraints in media production. – Prepare students for responsible, ethical decision-making in their future careers as media professionals. 	<p>Content 5: Legislation (Regulations) deals with the legal frameworks, policies, and ethical guidelines that govern media production and broadcasting. Here's the breakdown for the curriculum intent, learning objectives, and skills like analysis, comparison, and creation.</p>
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Skills

Analyse	<ul style="list-style-type: none"> – Broadcasting Codes: The curriculum covers broadcasting standards (e.g., watershed rules, content
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	<p>ratings, and censorship) and how these affect the production and distribution of content.</p> <ul style="list-style-type: none"> – Regulatory Bodies: An analysis of the role of key regulatory bodies such as Ofcom (UK), the FCC (US), and other international equivalents. Students will learn how these bodies set and enforce regulations for broadcast and online media. – Ethical Considerations: An in-depth look at the ethical dilemmas in media, including issues related to privacy, representation, and public interest. Case studies are used to explore how media producers navigate these challenges.
Comparison	<ul style="list-style-type: none"> – Regulatory Bodies & Global Comparison: Students will compare how media regulations differ across countries (e.g., UK's Ofcom vs. US's FCC), looking at how these distinctions affect global content production. – Traditional vs. Digital Media: Learners will analyze the difference in content regulations between traditional broadcasting and new media (e.g., YouTube, Netflix). For instance, how watershed rules in TV differ from content moderation on YouTube.
Create	<ul style="list-style-type: none"> – Compliance in Production: Students will apply their understanding of regulations to develop media projects that adhere to legal frameworks. This includes creating storyboards or scripts for broadcasting that meet compliance with copyright, defamation laws, and broadcasting codes. – Designing Ethical Media Campaigns: Learners will create media campaigns that balance creativity with ethical standards, ensuring that the content is not only legally compliant but also considers ethical factors like fair representation and public interest.

Unit 6 – Professionalism and Ethics	
Knowledge	
<p>Learning Objectives</p> <ul style="list-style-type: none"> – Develop students' understanding of the ethical principles that guide media 	<p>Content 6: Professionalism and Ethics focuses on the ethical responsibilities, professional standards, and behaviors expected of media professionals. This unit teaches students how to navigate ethical challenges and act professionally in a</p>

<p>professionals, including fairness, accuracy, accountability, and integrity.</p> <ul style="list-style-type: none"> – Foster an awareness of the professional standards expected in media industries, including appropriate conduct, communication, and adherence to legal and ethical codes. – Provide a framework for understanding the impact of media on society and the importance of responsible storytelling, ensuring content respects diversity, representation, and truthfulness. 	<p>fast-paced and influential industry. Below is a breakdown of the curriculum intent, learning objectives, and skills such as analysis, comparison, and creation for this module.</p>
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<p>Skills</p>	
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<p>Analyse</p>	<ul style="list-style-type: none"> – Social Responsibility: The curriculum covers the social and cultural impacts of media content, particularly around issues like misinformation, sensationalism, and privacy. Ethical decision-making frameworks are provided for managing these responsibilities. – Conflicts in Ethics and Commercial Pressure: Students explore how commercial demands (e.g., advertising, ratings) sometimes conflict with ethical media practices, leading to dilemmas around sensationalism, clickbait, and biased reporting.
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<p>Comparison</p>	<ul style="list-style-type: none"> – Comparison of Ethical Guidelines: Students will compare ethical codes from different sectors (e.g., journalism vs. entertainment) and understand how professional expectations shift across different media formats. – Traditional vs. Digital Media Ethics: Learners will compare ethical practices in traditional broadcasting and journalism with the newer, often unregulated, landscape of digital and social media platforms.
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Create	<ul style="list-style-type: none"> – Ethical Media Content: Students will be tasked with creating media content (e.g., news stories, videos, or campaigns) that adhere to ethical guidelines while being creative and engaging. They will demonstrate how to balance ethics and commercial pressures. – Propose Solutions to Ethical Dilemmas: Learners will develop strategies for resolving ethical challenges in media production, proposing policies or practices that ensure professionalism and ethical conduct in real-world scenarios.
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Unit 7 – Cultural Context & Vocabulary	
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Knowledge	
<p>Learning Objectives</p> <ul style="list-style-type: none"> – Identify and explain the influence of cultural, social, and historical contexts on media production. – Recognize how media reflects, reinforces, or challenges cultural norms and values. – Use a comprehensive media-specific vocabulary (e.g., representation, ideology, hegemony, stereotypes) to describe and analyze media products with precision. – Critically analyze media products (e.g., films, broadcasts, advertisements) within their cultural context, considering the social, political, and economic factors that shaped them. – Compare and contrast media representations from different cultures and historical periods, recognizing how cultural diversity influences media narratives. 	<p>Core Paper Content 7: Cultural Context & Vocabulary, the curriculum intent, learning objectives, and skills (analysis, comparison, and creation) will be focused on understanding the cultural influences on media production and developing the ability to use media-specific vocabulary in the analysis of media texts.</p>

Skills	
Analyse	<ul style="list-style-type: none"> – Students will explore how media portrays cultural groups, considering issues such as ethnicity, nationality, and gender. They will examine the accuracy of these representations and their impact on audience perception. – As media is increasingly global, students will investigate how media from different countries are consumed across borders and how globalized media affects local cultures. – Students will critically analyze how media sometimes borrows or misrepresents cultural elements, distinguishing between respectful representation and appropriation.
Comparison	<ul style="list-style-type: none"> – Students will compare media products across different cultural contexts and historical periods. – Students will compare a British TV drama with a similar American or international production, evaluating how cultural values (e.g., family, power, justice) are represented differently in each context. – Students will understand how media representations vary globally and how cultural differences affect the way narratives are constructed and received by audiences.
Create	<ul style="list-style-type: none"> – Students will develop creative skills to produce culturally informed media content. – Creating a short media piece (e.g., video, podcast, or digital media) that incorporates cultural references and is targeted to a specific audience or community, demonstrating cultural awareness and sensitivity. – Students will demonstrate their ability to craft culturally resonant media products, showing an understanding of the intended audience's cultural background and preferences.

Unit 8 – Research Skills	
Knowledge	
Learning Objectives <ul style="list-style-type: none"> – Demonstrate knowledge of different research methods. 	Content 8: Research Skills , we'll focus on designing a curriculum intent, learning objectives, and outlining the specific skills involved in analysis, comparison, and creation

<ul style="list-style-type: none"> – Use both qualitative and quantitative research techniques to gather data on media trends, audience behaviors, or industry practices. – Critically evaluate research results, identify key trends and insights, and apply these findings to inform media production decisions. – Compare and contrast different research methods, understanding their strengths and limitations when applied to media broadcasting and production. 	<p>within research contexts. This section is crucial in helping students understand and apply essential research methodologies in media broadcasting and production.</p>
<p>Skills</p>	
<p>Analyse</p>	<ul style="list-style-type: none"> – Understand and assess the reliability, validity, and relevance of various research sources (e.g., academic journals, industry reports, audience metrics). – Analyse research data (both qualitative and quantitative) to identify trends, audience behaviors, and production insights. – Place research results within the broader context of media broadcasting, understanding how trends affect production strategies and audience reception.
<p>Comparison</p>	<ul style="list-style-type: none"> – Evaluate the effectiveness of different research approaches (e.g., interviews vs. surveys, focus groups vs. social media analytics) in gathering relevant data for media production. – Compare findings from various research studies, noting similarities, differences, and how different methodologies may lead to divergent conclusions. – Use research comparisons to inform media production decisions, such as identifying target audience preferences or choosing appropriate content formats.
<p>Create</p>	

Unit 9 – Project Methodology & Admin

Knowledge

Learning Objectives

- Differentiate between various project management methodologies (Agile, Waterfall, etc.) and explain their relevance to broadcasting and production.
- Select and apply appropriate methodologies for specific types of media projects.
- Develop a project plan that includes clear timelines, resource allocation, risk assessments, and contingency strategies.
- Demonstrate effective communication, collaboration, and leadership skills in managing production teams.
- Analyze case studies of media projects to identify common production challenges, such as budget overruns, scheduling conflicts, and technical failures.

Content 9: Project Methodology & Admin, students will explore the foundational principles of project management within the context of media production, specifically focusing on how to plan, execute, and administrate broadcasting and production projects efficiently and effectively.

Skills

Analyse

- To develop the ability to critically analyze media production workflows, project outcomes, and the performance of production teams.
- Students will analyze real-world case studies from the media industry, focusing on how project methodologies and administrative decisions impacted the outcome of broadcasting or production projects. They will assess what went well and what could have been done differently to avoid production challenges.
- Students will gain the ability to identify patterns and issues in media production workflows and propose ways to improve efficiency.

Comparison

- To compare different project management approaches and tools used in the media industry and determine their effectiveness in various production scenarios.

	<ul style="list-style-type: none"> – Students will compare traditional project management methodologies (e.g., Waterfall) to modern, iterative approaches (e.g., Agile) and evaluate which is more suitable for different types of media projects (e.g., live broadcasting, film production, etc.). – By the end of this activity, students should be able to select and justify the use of specific methodologies for media projects, based on their analysis of different approaches.
Create	<ul style="list-style-type: none"> – To creatively design and manage the administrative aspects of media production. – Students will be tasked with creating a comprehensive project management plan for a simulated broadcasting or production project. This will include developing timelines, assigning roles and resources, preparing a budget, and managing risks. – Students will enhance their ability to create and implement structured project plans, applying their creativity to ensure the smooth running of the production within given constraints.

Unit 10– Continuing personal development	
Knowledge	
Learning Objectives	This core unit highlights the importance of Continuing Personal Development (CPD) in the ever-evolving media industry, specifically in broadcasting and production. CPD is a critical aspect of maintaining professional growth and relevance in the dynamic landscape of media technologies, trends, and workflows. The focus here is on helping students understand the importance of lifelong learning and how to actively engage in personal and professional development.
Skills	
Analyse	<ul style="list-style-type: none"> – Students will critically assess their own current skill set and competencies in relation to the requirements of broadcasting and production roles. – Analyze gaps in knowledge and skills by reflecting on current practices, seeking feedback from mentors, peers, and industry professionals.

Comparison	<ul style="list-style-type: none">- Students will learn how to compare their personal and professional development with industry benchmarks, evaluating where they stand in relation to industry leaders and peers.- Compare personal progress with job market requirements, employer expectations, and the performance of leading professionals in media broadcasting and production.
Create	<ul style="list-style-type: none">- Students will apply their analysis and comparison to create a personalized development plan, outlining how they will achieve their professional goals through CPD.- Create a CPD roadmap, including tangible goals, timelines, and necessary resources (courses, workshops, certifications).