

Creative Digital Media (Film & Television) BTEC Diploma

MD8



Creative Digital Media (Film & Television) BTEC Diploma

**Course Handbook**

**NAME:**

**Introduction to the department**

Welcome to Creative Digital Media (Film & TV) BTEC Dip. We hope that you enjoy your time in the Media & Film department and find the process of studying the course a challenging and rewarding one.

The purpose if this guide is to provide you with a range of information and advice to help you organise your programme of study, learn independently, and equip you with important information about the department and how it can support you.

The Media and Film Department are an open access department who aim to offer media literacy skills to students of *all* abilities and cater for a wide range of capabilities. Our academic provision consists of traditional A / AS Levels programmes (Media Studies and Film Studies), vocational courses (BTEC Creative Digital Media Level 3 Diploma and Level 2 Certificate for 14-16-year-old learners) and a Level 2 Access programme (GCSE Media Studies). We are a team comprising of seven full-time and part-time teachers and a full-time technician.

**Teaching Staff:**

* **Tina Donnelly, Karina Free, Stephen Grantham, Matt Toogood, Gemma Stevens, Mark Piper,**

**Paul**

**Technician:**

* **Jono Holmes**

**Head of Department:**

* **Stephen Grantham**

**Director of Faculty:**

* **Jonathan Sparshott**

Along with the names above, the following departments and places will be useful whilst studying on the course:

**The ILC** – your go-to place to complete work and independent study outside of lessons. The Silent Study area provides an area to work individually, whilst the library contains an excellent selection of wider reading. Make sure that you have familiarised yourself with the ILC when you start the course

**The Exams Office** – for any questions you have about your exam entries, exam timetable or remarks and script requests.

**Learning Support** – for any extra support or advice you need to help you study in general. If you are struggling to organise and manage your workload; need help refining your essay-writing technique; help with revision; or if you think you might be entitled to any exam concessions, learning support are the people to talk to.

**Careers** – when you start to think about your options after college, whether university or employment based, careers can give you advice on where to apply and help in producing a personal statement.

**ExpecTations**

**What is expected of students?**

1. **Attendance and punctuality** – learning cannot begin if you are not in lessons or if you arrive late to them and miss important content. Students should maintain full attendance and punctuality. Any unavoidable and legitimate absences should be accounted for properly, meaning that students get a parent or a guardian to contact college and then email their teacher(s) to catch up on missed work
2. **To maintain a mature and respectful learning environment** – this means behaving in and out of lessons in a way expected of a Sixth-Form student: listening carefully to the views of others and offering constructive contributions in class
3. **To stay up-to-date** – you will be set weekly structured preparation or homework tasks and it is essential that these are completed on time and in the required level of detail. We use structured homework to consolidate particular content or to set up lessons to come. If work is incomplete your understanding will be incomplete and you will under-perform. If you arrive at a lesson having not completed preparation work then your teacher may also ask you to leave and complete this elsewhere.
4. **To stay organised** – managing the demands of a minimum of three subjects is challenging, especially when you are being taught more than one unit in each. You need, therefore, to stay organised. This means preparing a folder for each of your units, bringing the correct materials to each lesson and recording homework in the same place every time
5. **To meet the 50/50** – students are expected to conduct 4.5 to 6 hours of independent study a week. This will include structured preparation or homework tasks set by your teachers along with proactive tasks you complete yourself to consolidate and extend your understanding. See the advice later in this booklet for more help on doing this.
6. **To make the most of feedback and support** – you will get a lot of feedback during your time on the course. This will come as written feedback on assessed work, verbal feedback on general class or homework, and targets set at formal 1-1s. Feedback needs to be recorded carefully by you and acted upon. When you get back assessed work, for example you will be asked to record your own targets based on this, and may, in addition, be asked to attend a lunchtime workshop to help process feedback.
7. **To be resilient** – any subject will at times be very challenging. At times you will not do as well as you want or will struggle to understand a new topic or idea. You need to be prepared to spend more time on areas such as these and to seek out extra help when needed. These experiences of finding areas where you are not doing so well and improving them are what lead to success.

**What can you expect of your teachers?**

1. **To deliver structured and engaging lessons** – your teachers will deliver lessons designed to challenge your understanding whilst also helping you to gradually build up your knowledge and skills. These lessons will follow the scheme of work, a version of which you can see in this handbook.
2. **Regular assessment and feedback** – in addition to your benchmark assessments (four in the first year and three in the second) your teachers will regularly set you work to give you opportunities to practice and improve. Feedback will be given on standardised sheets which include the relevant mark scheme and clear developmental targets
3. **Structured weekly work** – you should expect to be given a significant amount of work to do by your teachers each week. You will be given guidance on how long this should take and completed work will be checked and/or taken in
4. **Additional support** – your teachers will be happy to provide extra help outside of lessons either informally, by responding to emails, or more formally through departmental workshops. Workshops are the best opportunity to received additional help and work best when students come to lunchtime sessions with a specific area of confusion or set of questions to get answered

**Course Overview**

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| --- | --- | --- | --- |
| **YEAR ONE** | **UNIT 10 – Film Production**  **UNIT 20– Single Camera Techniques**  **UNIT 21 – Editing Techniques**  **UNIT 18 -Storyboarding** | **All internally assessed Units** | **60 points**  **each** |
| **UNIT 8 – Responding to a Commission 120 points**  **Externally assessed exam** | | |
| **YEAR TWO** | **UNIT 35 – Multi- Camera Techniques**  **UNIT 19 – Screenwriting**  **UNIT 36 – Lighting techniques**  **UNIT 7 – Media Enterprise** | **All internally assessed Units** | **60 points each** |
| **UNIT 3 – Digital Media Skills 120 points**  **Externally assessed exam** | | |
|  |  |  |  |

**STudent scheme of work**

Below is a summary of how you will be taught the different units of the course and how this fits into the approximately 66 weeks of teaching time over the two years of your BTEC. You will also see the key assessment points given below. It is important that you know when these are so that you can get organised and be prepared. An important idea to understand when looking at this student scheme of work, is that the course flows consistently over two years. The topics you study at the start of your first year are as ‘difficult’ as those you will look at the end of your second year. You need to treat all work in the same way and apply yourself fully throughout. Also consider that the May half term in the first year is, in reality, the mid-point of the course not the summer holiday. This time will go quickly so make sure you understand the structure of the course fully and get any help when it is needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  | **BTEC YEAR 1** | | |
| **Week** | **UNIT** | **UNIT** | **Component 3** | **Assessment** |
|  | **Start of term/L6 Enrolment** | | | |
|  | **L6 Enrolment** | | | |
| 1 | **Introduction to key concepts** | | | |
| 2 |
| 3 | UNIT 10 – Film Production (FICTION) |  |  |  |
| 4 | UNIT 10 – Film Production (FICTION) |  |  |  |
| 5 | UNIT 10 – Film Production (FICTION) |  |  |  |
| 6 | UNIT 10 – Film Production (FICTION) |  |  |  |
|  | *Half Term - 24thth – 28th October* | | | |
| 7 | UNIT 10 – Film Production (FICTION) | UNIT 8 – Responding to a Commission |  | Benchmark Assessment |
| 8 | UNIT 10 – Film Production (FICTION) | UNIT 8 – Responding to a Commission |  |  |
| 9 | UNIT 10 – Film Production (FICTION) | UNIT 8 – Responding to a Commission |  |  |
| 10 | UNIT 10 – Film Production (FICTION) | UNIT 8 – Responding to a Commission |  |  |
| 11 | UNIT 10 – Film Production (FICTION) | UNIT 8 – Responding to a Commission |  |  |
| 12 | UNIT 10 – Film Production (FICTION) | UNIT 8 – Responding to a Commission |  |  |
| 13 | UNIT 10 – Film Production (FICTION) | UNIT 8 – Responding to a Commission |  |  |
|  | *Christmas Holiday 16th December – 3rd January* | | | |
| 14 | UNIT 10 – Film Production (FICTION) | UNIT 8 – Responding to a Commission |  | External exam – UNIT 8 Responding to a Commission |
| 15 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  | Benchmark 2 |
| 16 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  | Student Review 1 Available |
| 17 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  |  |
| 18 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  |  |
| 19 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  |  |
|  | *Half Term –13th February – 17th February* | | | |
| 20 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  |  |
| 21 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  |  |
| 22 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  |  |
| 23 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  |  |
| 24 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  | Benchmark 3 |
| 25 | UNIT 20 – Single Camera Techniques | UNIT 21 – Editing Techniques |  |  |
|  | *Easter Holiday – 3rd April – 14th April* | | | |
| 26 |  | UNIT 21 – Editing Techniques | UNIT 18 – Storyboarding for Digital Media |  |
| 27 |  | UNIT 21 – Editing Techniques | UNIT 18 – Storyboarding for Digital Media |  |
| 28 |  |  | UNIT 18 – Storyboarding for Digital Media |  |
| 29 |  |  | UNIT 18 – Storyboarding for Digital Media |  |
| 30 |  |  | UNIT 18 – Storyboarding for Digital Media |  |
| 31 |  |  | UNIT 18 – Storyboarding for Digital Media |  |
|  | *Half Term29tht May – 2nd June* | | | |
| 32 |  |  | UNIT 18 – Storyboarding for Digital Media |  |
| 33 |  |  | UNIT 18 – Storyboarding for Digital Media | Benchmark 4 |
| 34 |  |  | UNIT 18 – Storyboarding for Digital Media |  |
| 35 |  |  | UNIT 18 – Storyboarding for Digital Media |  |
| 36 |  |  | UNIT 18 – Storyboarding for Digital Media |  |
| 37 |  |  | UNIT 18 – Storyboarding for Digital Media | Student Review 2 and Predicted Grade Available |

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|  |  | **BTEC YEAR 2** | | |
| **Week** | **Component 1** | **Component 2** | **Component 3** | **Assessment** |
|  | **Start of term/L6 Enrolment** | | | |
|  | **L6 Enrolment** | | | |
| 38 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  |  |
| 39 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  |  |
| 40 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  |  |
| 41 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  |  |
| 42 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  | Benchmark 5 |
| 43 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  |  |
|  | *Half Term* | | | |
| 44 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  |  |
| 45 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  |  |
| 46 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  |  |
| 47 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  |  |
| 48 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting |  |  |
| 49 | UNIT 35 – Multi Camera Production | UNIT 19 - Screenwriting / |  | Benchmark 6 |
| 50 | UNIT 35 – Multi Camera Production |  |  | Student Review 3 Available |
|  | *Christmas Holiday* | | | |
| 51 | UNIT 36 – Lighting Techniques |  |  | UNIT 35 & 19 Final Deadlines |
| 52 | UNIT 36 – Lighting Techniques |  |  |  |
| 53 | UNIT 36 – Lighting Techniques |  |  |  |
| 54 | UNIT 36 – Lighting Techniques |  |  |  |
| 55 | UNIT 36 – Lighting Techniques | UNIT 3 – Digital Media Skills |  |  |
| 56 | UNIT 36 – Lighting Techniques |  |  |  |
|  | *Half Term* | | | |
| 57 | **MOCK EXAMS** | |  | Unit 36 – final deadline |
| 58 | UNIT 7 – Media Enterprise | UNIT 3 – Digital Media Skills |  |  |
| 59 | UNIT 7 – Media Enterprise | UNIT 3 – Digital Media Skills |  | Benchmark 7 |
| 60 | UNIT 7 – Media Enterprise | UNIT 3 – Digital Media Skills |  | Student Review 4 Available |
| 61 | UNIT 7 – Media Enterprise | UNIT 3 – Digital Media Skills |  |  |
| 62 | UNIT 7 – Media Enterprise | UNIT 3 – Digital Media Skills |  |  |
|  | *Easter Holiday* | | | |
| 63 | UNIT 7 – Media Enterprise | UNIT 3 – Digital Media Skills |  | UNIT 3 – Digital Media Skills External Exam |
| 64 | UNIT 7 – Media Enterprise | UNIT 3 – Digital Media Skills |  | UNIT 3 – Digital Media Skills External Exam |
| 65 | UNIT 7 – Media Enterprise |  |  |  |
| 66 | UNIT 7 – Media Enterprise | **Last week of teaching U6** Unit 7 – final deadline | | |

**Assessment**

When starting the course, it is important to know how the course is assessed. The Diploma in Digital Film and Television Production is equivalent to 2 A levels and comprises of 10 units. Each unit provides a technical understanding to film and video production including single and multicamera techniques, editing and lighting.

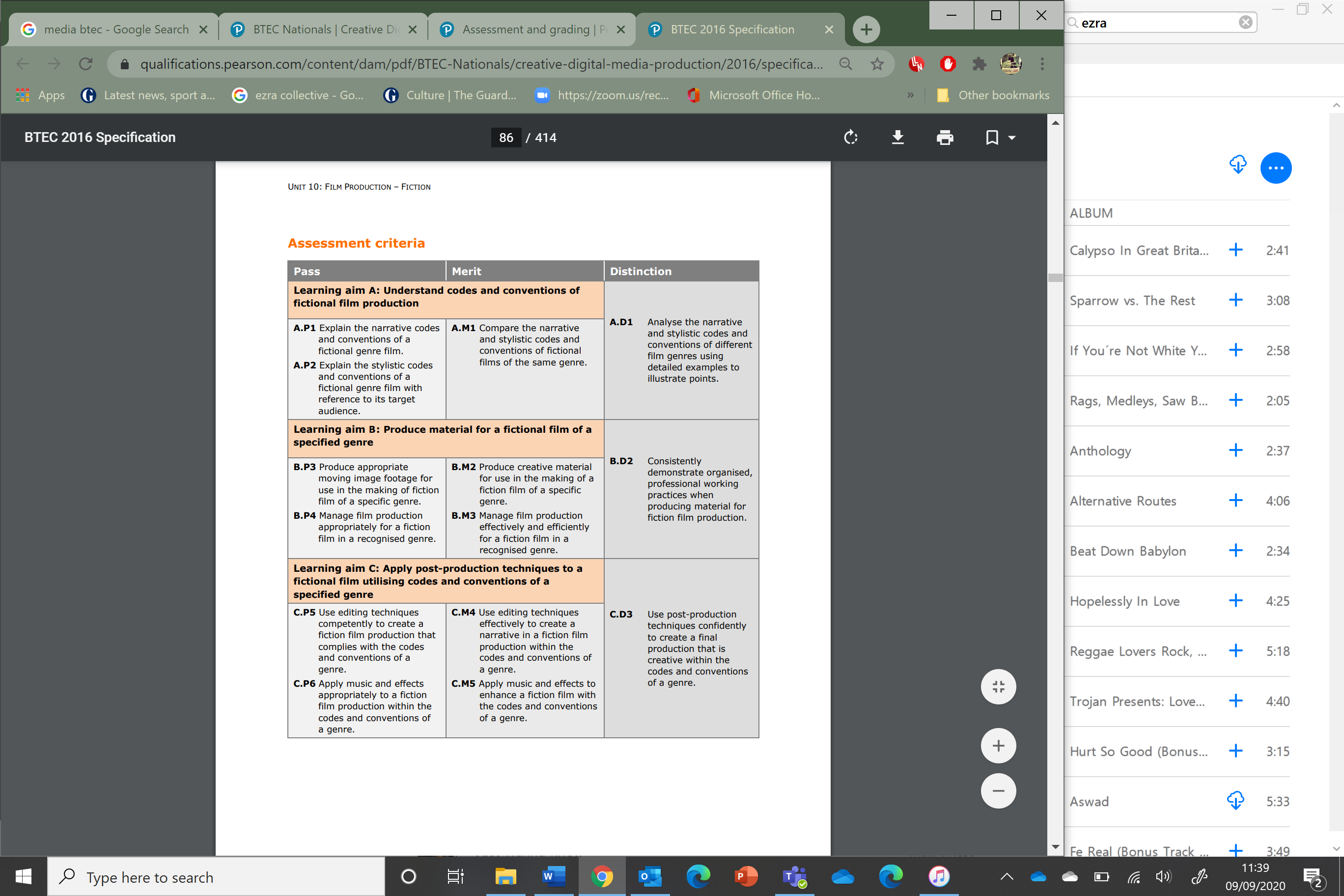
Achievement in the qualification requires a demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or progression to HE, and successful development of transferable skills. Learners achieving a qualification will have achieved across mandatory units, including external and synoptic assessment. Units are assessed using a grading scale of **Distinction (D), Merit (M), Pass (P), Near Pass (N) and Unclassified (U).** The grade of Near Pass is used for externally-assessed units only.

**INTERNAL UNITS** (marked by your teacher) – These are assignments are practical tasks set in work-related scenarios that can be tailored to local industry needs for your learners. Learners demonstrate how they apply knowledge and skills to complete a practical project over a period of time, working individually or in group

**EXTERNAL UNITS** (marked by the exam board) - These are practical work-related scenarios completed in realistic, time-based situations. They are completed in controlled conditions (a bit like an exam) and some tasks have pre-released information. Learners demonstrate how to apply learning to common workplace scenarios.

Each Unit has its own ***assessment criteria*** based on Pass / Merit / Distinction.

For example; Learning Aim A for **UNIT 10** contains the following assessment criteria. The key differences between Pass (P1 / P2) Merit (M1) and Distinction (D1) have been highlighted.



**BTEC Creative Digital Media Diploma NQF - Department Assessment Policy 2020-2022**

**The Importance of Feedback**

Learning will not happen instantly and takes time; attending lessons is not enough, you also need to be working outside of class, to learn new information and consolidate learning. In the process, you will make mistakes but hopefully feedback will enable you to learn from these mistakes. Better to make a mistake during the year and correct it, than make your first mistake in the actual exam! Feedback is essential for your learning and will consist of written (teacher marking), peer (where you feedback on someone else’s work in the class) and self (where you assess yourself).

## Study Skills

The learning process for this course is student centred. Students are therefore required to take responsibility for the preparatory work and supplementary reading that is essential for the achievement of high grades. Students will need to gather information and research a variety of sources in order to demonstrate their understanding of topics. Students must word process work. In support of this there are a number of open access computer facilities around the college which students can use regularly.

**Working out of lesson time (weekly independent tasks)**

The course consists of 10 units over two years – 8 of which are internally assessed and 2 which are externally assessed. Your Unit submissions must be independently produced and it is unlikely that you will be able to complete them in class time alone. Students are expected to keep to the time schedule for the assignments on a weekly basis. Additional tasks may be set to improve the quality of the work, this does not necessarily need to be completed at home; **you can use free periods during the day to complete these tasks outside of lessons**. To keep a good work/life balance, you might like to treat College as a 08.45 to 16.15 work day and use your free periods in the library completing tasks. This will minimise the work you need to complete at home and is a more productive use of your time.

**Benchmark Assessments, Student Review and Predicted Grades**

*Benchmark grades for both years will be assessed on the evidence produced for the following pieces of work:*

**YEAR ONE YEAR TWO**

|  |  |
| --- | --- |
| * **BENCHMARK 1 (OCT):** Unit 10 – Film Production (Fiction) Learning Aim A * **BENCHMARK 2 (DEC):** Mock exam – UNIT 8 Media Industries * **EXTERNAL ASSESSMENT (JAN):** Unit 8 – Responding to a Commission * **STUDENT REVIEW 1 (JAN)** * **BENCHMARK 3 (MAR):** EXAM RESULT – UNIT 8 Media Industries * **BENCHMARK 4 (JUN):** Unit 18 Storyboarding – Learning Aim Learning Aim A * **STUDENT REVIEW 2 (JUL)** - ARG and PREDICTED GRADE CONFIRMED | * **BENCHMARK 5 (OCT):** Unit 35 Multicam – Learning Aim A (first sub) * **STUDENT REVIEW 3 (DEC)** * **BENCHMARK 6 (DEC):** Unit 19 Scriptwriting– Learning Aim A * **BENCHMARK 7 (MAR):** Reflection of progress of Unit 3 Digital Media Skills * **STUDENT REVIEW 4 (MAR)** * **EXTERNAL ASSESSMENT (MAY):** Unit 3 – Digital Media Skills |

###### **Coursework Deadlines**

To comply with the exam board requirements, work must be submitted punctually on the agreed deadline. Students must plan their work and manage their time. Work that is not submitted on the agreed deadline cannot be resubmitted (see below). All submission and resubmissions are to be uploaded onto your personal Edublog website before or on the submission date.

**Formative Assessment**

Throughout each of the two years, there will be preparatory tasks before the final assignment is carried out. During this stage formative assessment, verbal and written, may take place. After the assignment is started further formative assessment is not permitted under the BTEC guidelines and only summative feedback will be provided on the front sheet of the assignment explaining what criteria have been awarded and why. **No comments are permitted on the written work other than indicating where each criteria has been awarded (eg P1) alongside the relevant paragraphs or in the comments section of your blog entry.**

* RECORDED VERBAL FEEDBACK: 1-2-1’s will also occur in November and March to assist with target setting and student reviews (‘reports’) which get sent home to your parents.
* WEEKLY FEEDBACK: Your teacher will give weekly feedback and guidance on the formative Class tasks assessments as you progress through the course. Official feedback/guidance is not permitted once the final assignment is underway.
* REFLECTION AND TARGET SETTING: After each completed assignment, students will be expected to reflect on the feedback from their teacher and set themselves targets for improvement in the period in question. The students will write up their targets as ‘Learning Conversations’ onto the centralised computer system.

## Marking and Grading of work

Students will be set work on a regular basis to be completed within agreed set deadlines. This will be marked and returned within a maximum of three working weeks (often before).

Students will be given feedback on classwork which indicates the standard to which they are working and guidance can be given on how work can be improved.

Grades and comments on completed work will be recorded onto a Unit record sheet which is kept in the class file for assessment and tracking:

**Resubmissions**

Should the work not meet the required standard the student may resubmit once only.

The Resubmission may be to achieve a Pass grade or to move the grade up.

The Lead IV can authorise a resubmission provided that

1. The hand in deadline was met

2. The resubmitted work can be completed without further guidance

3. The correct paperwork is completed (Declaration of Authenticity and Resubmission form)

There is only ONE resubmission per assignment (so if the entire unit is assessed in one assignment then one resubmission would be possible, if the unit is broken down into 3 assignments then 3 resubmissions would be possible)

A resubmission hand in date must be within 15 working days of return of work to the student and recorded on the Assessment Grid (the schedule of dates and hand-ins for the year)

**Failure to hand in**

If a student is unable to hand in work through illness or other valid reason they must contact the teacher via phone call or preferably email and work will be collected on the first day back.

**If the work is not submitted on time it will be treated as a non-submission and the student may fail the course.**

**Please note: handing in work is like taking an exam – if you do not turn up at the correct time you will not gain the marks.**

**PLEASE BE AWARE THAT IN ACCORDANCE WITH EXAM BOARD RULES THERE IS ONLY ONE DRAFT WHERE YOU WILL RECEIVE SUBSTANTIAL VERBAL FEEDBACK SO TREAT THE DEADLINE LIKE IT IS THE FINAL SUBMISSION DEADLINE. IN THIS WAY YOU WILL GAIN THE MOST USEFUL FEEDBACK AND HAVE THE GREATEST CHANCE OF ACHIEVING A TOP GRADE.**

* *MODERATION OF UNITS:* Your teacher will show you the marking criteria for the coursework throughout the process (and this will also be available on GOL). A sample of coursework in each Unit will subsequently be moderated at least once by another member of staff before the final marks are communicated to you prior to any external moderation by the Exam board Pearson.

Any questions on coursework procedures can be found on the Godalming Online Exams Website.

**Other Considerations**

* *RETURNED WORK:* Work will be assessed and returned within 15 working days of it being submitted. The exam board stipulates that no feedback or formal grade can be released to students by the teacher. Although the coursework is internally marked and moderated the exam board operate an external verification system and they reserve the right to amend/confirm your final grade in August with your results.
* *PLAGIARISIM:*  Plagiarism is submitting another person’s written work as one’s own original work or using someone else’s idea without referencing the source or using pictorial work without permission or referencing the source. If there is a suspicion of plagiarism, the Head of Department and Senior Tutor will be informed and a meeting will take place. If a student is found guilty, they will be subject to disciplinary action by the College and the awarding body will be informed. Students should be aware that the College is subscribed to software designed to detect plagiarism.

**Tracking your Progress: Student Reviews, Action Plans and Parents Evenings**

The College’s policy is to deal with the student first but we also report to your parents at regular intervals to let them know how you are progressing and to inform them of what our expectations are through four Student Reviews (Reports) spread throughout the two years at College and also four parents evenings.

If the department feel you are under-performing based on evidence such as benchmark grades and your approach to learning in between these periods, then your Lead Subject Tutor may place you onto a Formal Department Action Plan and we will formally write to your parents after a 1-2-1 with yourself and to try and get you back on track in a supportive way

**Student Review 2, the ARG and Predicted Grades**

At the end of the first year (June 2023), your Lead Tutor will have a 1-2-1 to discuss your Annual Review Grade or ARG and also finalise your Predicted Grade which might be used for UCAS applications for University and other destinations.

The ARG is determined by your Lead Tutor in communication with your other teacher and will rely on the following evidence base:

1. **Benchmark Checkpoints Performance Grades (1 to 4).**
2. **Approach to Learning:** How you are engaging in your learning, evidenced by attendance, punctuality, ability to meet weekly deadlines with quality work, how you have sought out extra support via workshops and your overall communication with your teachers.

The ARG plays a key part in determining the context in which you progress to the second year. Students who receive an P-D\*grade (A-level) are encouraged to continue with their studies into the 2nd year. However for students who receive a U as their ARG, it suggests that for whatever reason they have struggled with the transition from Level 2 Courses (GCSE) to Level 3 Courses (A-level/BTEC). This will be evidenced by poor performances throughout their benchmarks and an inconsistent or poor approach to learning in their student reviews and via formal Action Plans. Students who receive a U Grade we would not recommend to continue with the course and they would need to speak to a Senior Tutor about alternative pathways.

The College adopts a consistent and optimistic approach to predicting grades to ensure that they are both aspirational and achievable. A predicted grade is what we believe a student is likely to achieve by the conclusion of their course in positive circumstances and the predicted grade provides universities and colleges with some understanding of a student’s academic potential alongside their Personal Statement and a written Reference from their Personal Tutor.

The ARG is important in forming the basis for the predicted grade as well but the predicted grade will also be aspirational for the students’ ambitions although it must remain realistic and cannot be based on the idea that only now will the student start to work harder in the second year!

**CREATIVE DIGITAL MEDIA BTEC - GUIDANCE FOR 50/50 LEARNING**

The key to your success whilst studying Media Studies is the level of effort and work you put into the subject outside of lessons. The college’s expectation is that you match every hour of class time with an hour of independent study – **50:50**. This will include completing **structured homework** tasks set by your teachers but will also require you to **work independently**; finding ways to consolidate and extend your understanding. To help you to do this, the list below gives some ideas or activities to consider;

**VISIT A CAREERS MEDIA WEBSITE** – (30 minutes per week)

There are a wealth of resources available on the internet for aspiring film-makers wanting to break into the industry. Here are a selection;

[Screen Skills](https://www.screenskills.com/) – a website dedicated to “providing insight, career development and other opportunities to help grow and sustain the skilled and inclusive workforce which is the foundation stone of the UK's global screen success.” An essential resource!

[British Film Institute](https://www.bfi.org.uk/) – the home of UK film culture. Plenty of articles and links to help you navigate your way through the UK film & tv industries.

[BBC Writers Room](https://www.bbc.co.uk/writersroom/) – BBC affiliated website which aims to “develop and champion new and experienced writing talent across the whole of the UK”. Excellent advice contained within!

[Sky Careers](https://careers.sky.com/) – One of the few UK broadcasters offering help to aspiring media producers.

**WATCH A MEDIA YOUTUBE VIDEO** - (45mins per week)

Watch a YouTube clip on a particular topic to clarify your understanding – there are a whole range of YouTube channels which provide excellent practical tips and advice to make you productions more professional. You can learn new skills and develop existing ones. Here are a few suggestions;

[Film Courage](https://www.youtube.com/channel/UCs8o1mdWAfefJkdBg632_tg) – learn from the professionals

[Behind the Curtain](https://www.youtube.com/channel/UC3osNjJeuDdvyALIEP-nh0g) – Screen-writing tips from industry screenwriters

[Studio Binder](https://www.youtube.com/channel/UCUFoQUaVRt3MVFxqwPUMLCQ) – film-making tips and advice

[Film Riot](https://www.youtube.com/channel/UC6P24bhhCmMPOcujA9PKPTA) - creative and practical ‘how to’ videos

**READ THE LASTEST ISSUE OF *MEDIA MAGAZINE*** - (15 minutes per week)

*Media Mag* is published quarterly by The English and Media Centre and is available in the library. It covers a range of media-related issues, theories and texts with articles written by academics, media professionals, teachers and students. It also provides excellent articles offering practical advice on how to succeed in the media industry.

**WATCH A RANGE OF FILMS & TV SHOWS:** A student who regularly watches and discusses films will enhance their understanding of the subject. YouTube is an excellent resources, as is Netflix and Amazon Prime.

