



Qualification specification

**NCFE Level 2 Award in Preparing to Work
in the Film Industry
QN: 601/4488/9**



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Summary of changes

This document summarises the changes to this qualification specification since the last version. Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
Issue 5.1	January 2020	p.12, information regarding the wellbeing and safeguarding of learners added to Section 1
Version 6	September 2021	<p>This qualification specification has been updated as the following nested qualifications were withdrawn in 2019 and are no longer available for registrations:</p> <ul style="list-style-type: none"> • NCFE Level 2 Certificate in Preparing to Work in the Film Industry (601/4489/0) • NCFE Level 2 Level 2 Extended Award in Preparing to Work in the Film Industry (601/4490/7)
Version 6.1	February 2022	p.22, reference to The Screenskills Assessment Principles being available to download from the NCFE website has been removed.
Version 6.2	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Award in Preparing to Work in the Film Industry.

All information contained in this specification is correct at the time of publishing.

To ensure that you are using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification on the NCFE website.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the regulated qualification title.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/4488/9.

This qualification has been driven by the needs of industry and education partners and the content has been developed by colleagues from the British Film Institute (BFI), Film Academy and ScreenSkills, (previously Creative Skillset) with industry input from:

- Bristol Old Vic Theatre School
- CfBT Education Trust
- Eastside Educational Trust
- Into Film
- Resource Productions
- Tyneside Cinema

This qualification will help develop learners' passions, interests and skills to help them in their potential careers across the film industry. They will help learners develop their own ideas, build individual strengths and foster their confidence to create effective working relationships.

The BFI envisage that this qualification will be delivered to 16–19 year old learners through regular weekend, or early evening film courses, giving a further entry route into the Creative Industries, in particular, progression into the Level 3 Advanced Apprenticeship in Creative and Digital Media.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Things you need to know

NCFE Level 2 Award in Preparing to Work in the Film Industry

- Qualification number (QN): 601/4488/9
- Aim reference: 60144889
- Total qualification time (TQT): 60
- Guided learning hours (GLH): 40
- Credit value: 6
- Level: 2
- Assessment requirements: internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

Aims and objectives of this qualification

This qualification aims to:

- prepare learners for work in the Creative Industries, specifically within the film sector
- provide a route into further study in the Creative Industries, in particular, progression onto the Level 3 Advanced Apprenticeship in Creative and Digital Media

The objectives of this qualification are to help learners:

- understand the industry's history, culture, structure and marketplace
- gain and improve technical skills
- understand and contribute to the production process
- review and critique their own and other productions
- understand the key roles and job market in the film industry
- work effectively within teams
- reflect on their own development and plan their next step

Entry guidance

This qualification is designed for young people who are interested in gaining a better understanding of the film making process and pursuing a career within the industry.

There are no specific recommended prior learning requirements for this qualification.

This qualification is suitable for learners aged 16 and above. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy, and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Achieving this qualification

NCFE Level 2 Award in Preparing to Work in the Film Industry (601/4488/9)

To be awarded the Level 2 Award in Preparing to Work in the Film Industry, learners are required to successfully complete **one** mandatory unit:

- Unit 01: Develop own working practice for the film industry (6 credits)

The learning outcomes and assessment criteria for the unit are provided in Section 3.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the unit as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply.

Qualifications and awards with simulation and assessment in a Realistic Work Environment (RWE)

The BFI Film Academy Scheme provides a Realistic Work Environment (RWE) and is the workplace environment for the learners on the scheme.

In a sector as diverse as the Creative Industries there are work environments that are difficult to simulate, such as live sets, bespoke productions, high-volume manufacture and automated production. However, high quality RWEs and simulations assessed via observation are accepted across all levels, as detailed below:

- performing a task that could be deemed to pose a risk to the learner or others, such as during evacuation of a studio following the detection of a fire
- performing health and safety operations where there could be major disruption to the work process, or where events rarely occur
- activities which would be costly to perform in terms of time, materials and equipment
- performing activities which would be considered non-routine under commercial working practices, such as the use of prosthetics in make-up
- performing activities that may present a business risk, such as presenting a pitch to an important new client

RWEs and simulations must be designed to match the physical characteristics of an operational environment and must impose pressures which are consistent with workplace expectations. It's essential to provide an environment which allows learners to experience and perform work activities using tools and equipment, procedures and accommodation that are similar to those found in a place of work, as detailed below:

- the same time pressures, access to resources and access to information, as would be expected if the activity were real
- use real plant, materials, tools and equipment where possible
- provide interaction with colleagues and contacts using the communication media that would be expected at work, if relevant
- ensure that dummy materials take the same form as the real thing, for example, using water to mimic liquid spillage or using sand to mimic powder spillage
- in naturally occurring circumstances, if the environment would affect the learner's actions and decision-making (eg in camera, lighting, sound roles), the RWE should replicate the situation in which the required action/outcome would occur
- in naturally occurring circumstances, if the environment would affect the learner's actions and decision-making (eg production, editing and camera roles), the other people with which the learner is required to interact should behave 'in character' for the role they are playing within the simulation.

The use of appropriate simulations and RWE's provided by the training provider can be discussed with the BFI Film Academy team, or the External Quality Assurer prior to the learners starting, if required.

Learners must be provided with information, advice and guidance as to the activity and the outcomes to be achieved.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 Certificate in Interactive Media
- Level 3 Diploma in Professional Competence for Lighting Technicians for Film and TV
- Level 3 Advanced Apprenticeship in Creative and Digital Media
- Courses with the ScreenSkills Tick, such as the National Film and Television School's Diploma in Sound Recording for Film and Television

It may also be useful to learners studying qualifications in the following sectors:

- arts, media and publishing
- preparation for life and work

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced internal quality assurers to internally quality assure the anticipated number of assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the unit being assessed and internal quality assured. This may be gained through experience and/or qualifications

Resource requirements

To assist in the delivery of this qualification, learners should have access to:

- basic camera, lighting and sound skills, on current industry equipment
- editing software, such as Final Cut Pro
- an infrastructure that will allow learners to plan and deliver a practical film-based project, either individually or as part of a group
- safe and reliable premises, where risk assessments for filmmaking are performed

Support for learners

Learner's Evidence Tracking Log (LETL)

This document can help learners keep track of their work. A blank LETL template can be downloaded free of charge from the NCFE website. You don't have to use the LETL template – you can devise your own evidence-tracking document instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment criterion and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for assessors and internal quality assurers to authenticate evidence and achievement for each unit.

Support for centres

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested from the Customer Support team on 0191 239 8000 or by emailing customersupport@ncfe.org.uk.

Customer Support Guide

This explains everything you need to know, from how to apply to become an NCFE-approved centre to registering your learners and claiming their certificates, and everything in between. Centres must seek approval to offer a qualification. Only learners from approved centres can be certificated.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers - including learners - using our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcases the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level through to higher education or within the workforce, with supporting qualifications along the way.

Fees and Pricing

This document is published in the spring for the forthcoming academic year.

Useful websites

Centres may find the following websites helpful for materials and resources to assist with the delivery of qualifications:

- www.bfi.org.uk
- www.screenskills.com

Training and support

We can provide training sessions for assessors and internal quality assurers. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your centre's safeguarding policy when developing or selecting delivery materials.

Materials to support the delivery of this qualification can be obtained from the BFI

- telephone 0207 957 4795

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners' skills in:

- English
- maths
- information and communication technology (ICT)

Section 4 shows how the mandatory unit for this qualification relates to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 4.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

This qualification has been mapped against the relevant Production, Post Production, Animation, Editing and Sound NOS which are owned by ScreenSkills. More detailed mapping is provided in Section 5.

Section 2

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 2 Award in Preparing to Work in the Film Industry is internally assessed.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria. On completion, learners must declare that the work produced is their own. The assessor must countersign this. Assessment guidance is provided in Section 3.

Evidence for the portfolio could include (in no particular order):

- assessor observation – completed observational checklists and related action plans
- inspection and evaluation of products produced
- expert witness testimony
- simulation
- learner's proof of work
- workbooks/journals
- online blogs detailing project work carried out
- drawings
- case studies
- scripts
- presentation slides, or a video of the presentation itself
- assignments, projects or reports
- a finished film
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- recognition of prior learning (RPL)

Assessors can use other methods of assessment as long as they are valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Assessors

This qualification is designed to be assessed by vocationally competent assessors in the workplace and supported by consistent internal centre quality assurance, and external quality assurance by NCFE.

In line with the requirements of ScreenSkills, the skills and competences overleaf have been identified as essential for the assessors, quality assurers and expert witnesses for this qualification.

Role of the assessor
<p>The role of an assessor is to make accurate and objective decisions as to whether the learner's performance meets the assessment criteria. The Assessor is ultimately responsible for the assessment of the learner's competence and must keep accurate records of the assessment decision, to the satisfaction of the internal quality assurance staff (internal quality assurers).</p> <p>Where the expert witness concept is utilised, the assessor must:</p> <ul style="list-style-type: none"> • request the company nomination of an appropriate person in line with the expert witness criteria • ensure that the expert witness has the required competence and knowledge • brief and support the expert witness, as appropriate • ensure that the expert witness understands the differences in the roles of assessment and training • ensure the expert witness understands the units being assessed and their role in the assessment process
Occupational competence of assessor
<p>ScreenSkills recommend that assessors:</p> <ul style="list-style-type: none"> • provide current evidence of competence and understanding in the areas to be assessed, to the satisfaction of the external quality assurance staff (external quality assurer). This may be achieved either through experience or continual professional development • either hold, or are working towards achievement of the relevant assessor qualifications, as highlighted by the qualifications regulatory authorities and set out in national requirements and guidance • demonstrate commitment to be working towards the relevant assessment standards within the Learning and Development National Occupational Standards (2010) • have a full understanding of the unit and the requirements of the qualification that is being assessed <p>It would be desirable to hold or be working towards an appropriate technical qualification in addition to assessor qualifications.</p>

Role of the expert witness

This innovation has been demanded by employers within the sector, in order to engage existing and experienced staff more closely in the process of developing a highly trained and qualified workforce. The intention is to enhance the quality of assessment by 'lifting' the witness testimony process – giving greater credibility to their contribution to the assessment process.

Who can be an expert witness?

Expert witnesses are individuals who, through their qualifications or experience, can attest to performance in the workplace, and are likely to be the learner's line manager or experienced colleagues from within the learner's organisation.

How will the expert witness be selected?

It's anticipated that initially the tutor or manager will nominate the expert witness. The expert witness should be considered competent in the unit that they will be witnessing by the assessor and have a working knowledge of the National Occupational Standards for the unit on which their testimony is based. The assessor or the internal quality assurer will be responsible for ensuring that the expert witness is properly briefed and supported.

What part will the expert witness take in the assessment process?

Expert witnesses will provide evidence of competence of the learner. The assessor will have overall and ultimate responsibility for the assessment of this evidence. Where they are also involved in training, the differences in the roles of assessment and training should be clearly delineated by the assessor. The assessor should also be responsible for ensuring that the expert witness understands the unit being assessed, and his/her role in the assessment process.

How will the expert witness record evidence?

It is not intended to increase bureaucracy in assessment by introducing expert witnesses, rather to enhance the process, give support to assessors, and increase credibility with employers. It is anticipated that any documentation will be kept to its simplest format. Questioning by the assessor is also likely to be a prime method of gathering evidence.

Occupational Competence of the expert witness
<p>It is essential that the expert witness has:</p> <ul style="list-style-type: none"> • time-served, practical experience, for example, peer/supervisor/manager nominated by the training provider • occupational competence in the skills area to be assessed • a working knowledge of the NOS and qualification being assessed <p>It would be desirable to hold or be working towards an appropriate unit of competence in the assessment of workplace performance, preferably L20 or current superseding qualifications.</p>
Role of the internal quality assurance staff (internal quality assurer)
<p>Internal Quality Assurers are appointed by approved centres to ensure the consistency and quality of assessment. The Internal Quality Assurer monitors assessment activities and provides guidance, feedback and support to Assessors.</p>
Occupational Competence of internal quality assurance staff (internal quality assurer)
<p>ScreenSkills recommend that Internal Quality Assurance staff:</p> <ul style="list-style-type: none"> • demonstrate sufficient and current understanding of the unit/qualification to be internally verified • hold, or are working towards achievement of the relevant internal quality assurance qualifications approved by the qualification's regulatory authorities, as set out in national requirements and guidance • know where and how to access specialist advice, when additional technical knowledge relating to the unit/qualification is being assessed.
Role of the external quality assurance staff (External quality assurer)
<p>External quality Assurance staff are appointed by NCFE to check the accuracy of assessment and verification decisions, ensuring they comply with national standards and NCFE procedures and also provide a supporting role for centres.</p>

Occupational competence of external quality assurance staff (external quality assurer)

ScreenSkills recommend that External Quality Assurance staff:

- have no connection with the assessment centres – in order to maintain objectivity
- have a full understanding of the NCFE quality assurance process
- demonstrate occupational knowledge appropriate to the sector which they are externally quality assuring
- demonstrate sufficient and current understanding of the qualification being externally verified
- hold or are working towards achievement of the relevant external quality assurer qualifications approved by the qualification's regulatory authorities, as set out in national requirements and qualification guidance
- hold, or are working towards achievement of the relevant external quality assurance qualifications highlighted by the qualification's regulatory authorities, as set out in national requirements and guidance
- know where and how to access specialist advice, when additional technical knowledge relating to the unit/qualification is being assessed.

Exceptions

When there's a shortage of external quality assurance staff (external quality assurers) from the sector, staff from a different sector background can be used, providing they are supported by a person who has current occupational knowledge.

Quality Assurance

Quality assurance is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately

We do this through:

- internal quality assurance – which you carry out
- external quality assurance – which we carry out through our external quality assurers who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria

The internal quality assurer provides the vital link between the assessors and the external quality assurer and acts as the centre's quality assurance agent.

If you'd like to know more about the responsibilities of assessors and internal and external quality assurers, please refer to our Customer Support Guide.

Section 3

Structure and content

Structure and content

This section provides details of the structure and content of this qualification.

The unit summary provides an overview including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- whether a unit is mandatory or optional

Following the unit summary there's detailed information containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- guidance for developing assessment (an explanation of technical terms and the depth and breadth of coverage of the unit)
- assessment guidance (types of evidence for internal assessment)

The regulated unit number is indicated in brackets for the unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for the unit.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit summary

Unit 01 Develop own working practice for the film industry (M/506/6563)

This unit will enable learners to gain insight into the culture and working practices of the film industry. They will identify the professional development opportunities available and understand the relationship between the film industry and the wider creative industries sector. Learners will develop an awareness of processes and skills involved in working collaboratively and develop the technical skills necessary for film production.

Guided learning hours: 40 Credit value: 6

Level: 2

This unit is **mandatory**

The learner will:

- 1 Be able to develop technical skills to meet film production requirements

The learner can:

- 1.1 Describe areas for development in own current knowledge, understanding and skills
 - 1.2 Take a role in the production of a short film
 - 1.3 Gain feedback on how they performed their role
 - 1.4 Review one technical skill and use of equipment
-

The learner will:

- 2 Understand professional development opportunities within the film industry

The learner can:

- 2.1 Explain the working culture of the film industry
 - 2.2 Describe a range of key job roles and responsibilities in the film industry
 - 2.3 Outline the potential progression routes into the film industry and wider sector
-

The learner will:

- 3 Be able to develop effective working relationships with film production team members

The learner can:

- 3.1 Explain the importance of teamwork when working on a film production
- 3.2 Identify the qualities needed to work well with others
- 3.3 Describe how they worked with others collaboratively on their film production

The learner will:

4 Understand film industry working practices and legislation

The learner can:

4.1 Demonstrate good health and safety practice when working on film productions

4.2 Explain why copyright is important in the film industry

The learner will:

5 Be able to review film productions

The learner can:

5.1 Review and critique at least one short film production

Assessment guidance

The ScreenSkills Assessment Principles apply for this unit.

Type(s) of evidence: practical activity is expected due to the RWE in which learners will generally be working in, but realistic simulation would be appropriate as a viable alternative. Suitable forms of evidence could include:

- workbook or journal
- blog or video diary
- time-management plans
- annotated drawings
- notes or written comments justifying choices
- scripts
- presentation slides
- professional and expert witness reports on observations would also be suitable forms of evidence.

Assessment criteria: 1.1

Additional information: areas identified for development in a learner's current knowledge, understanding and skills need to be recorded, perhaps using a workbook/journal or online portfolio, for example.

Assessment criteria: 1.2

Additional information: when considering the learner's own role within the production process, learners need to identify and apply the technical skills required of the role. Film production also needs a range of resources, which would be cameras, recording equipment and editing facilities, but might also be actors, specific set requirements, or specialist help, for example. These need to be identified, described and utilised.

Unit 01 Develop own working practice for the film industry (M/506/6563) (cont'd)**Assessment guidance (cont'd)****Assessment criteria:** 1.3, 1.4

Additional information: The learners need to be critically aware of their own skills, review them frequently and identify how they may be improved. This would be done by self-reflection, which would need to be documented, but also by the use of other sources, such as feedback from members of the production team or Tutor.

Assessment criteria: 2.1

Additional information: to work in the film industry it is necessary for individuals to understand responsibility, personal initiative and good working practice. Learners should show that they understand this, including the freelance nature of the industry, the long working hours and the pressures of working on set or location. Other factors involve the relevance of time management, dressing appropriately, having a flexible attitude and understanding the importance of networking.

Assessment criteria: 2.2

Additional information: the key roles within the film industry, such as director, actor, art director, director of photography, editor, producer, scriptwriter, must be understood by the learner. The relationship between various activities in the film production process and the interdependence of all aspects of filmmaking, should be described.

Assessment criteria: 2.3

Additional information: research and describe the various progression routes into the film industry and the interdependent creative industries in general. These could include through qualifications, apprenticeships, entry-level positions, developing a portfolio of work and film festivals, for example.

Assessment criteria: 3.1–3.3

Additional information: the industry relies on teamwork and on the confidence in the various people within it to carry out their roles to support the whole film production process. Learners need to be aware of and demonstrate good timekeeping, reliability, safe working, use of personal initiative and the ability to collaborate with others to test and adjust their decisions.

Learners need to identify how their behaviour, or the behaviour of others impacts on working relationships. Interacting with others in the overall project has to be demonstrated practically and the learner should identify specific examples of teamwork, for example what problems were overcome and creative decisions made. This could be supplemented by a report from a suitably qualified professional, such as a Tutor.

Unit 01 Develop own working practice for the film industry (M/506/6563) (cont'd)**Assessment guidance (cont'd)****Assessment criteria: 4.1**

Additional information: learners need to demonstrate a practical understanding of health and safety when working on their own film-based project. Some of the safety issues are general but others, such as those relating to set lighting or manual handling in the rigging or de-rigging of sets, are specific to the industry. These practices need to be identified and documented with reference to key aspects relevant to the film industry.

Assessment criteria: 4.2

Additional information: copyright issues are important within the film industry, not only with regards to distribution and illegal copying of films, but also with ideas development, scriptwriting, use of story, sound and image during the production stages. Learners should identify materials which may be subject to copyright and explain and demonstrate the impact of copyright regulations in filmmaking. Learners can evidence the practical application by including consent forms, location agreements and referring to the original works created in the making of their film.

Assessment criteria: 5.1

Additional information: an important part of working in the industry is being able to make some personal but informed judgments of the films produced. Learners need to critique at least one short film production by commenting on the narrative structure, the use and suitability of sound, camera and editing techniques, or relationship of image to story, for example. The learner needs to research others' film reviews to understand the skills needed and demonstrate that 'review' moves beyond simply like or dislike.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

Section 4

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into this qualification.

The mapping is only at the level of the unit.

English

Unit 01

ICT

Unit 01

PLTS Independent Enquirers

Unit 01

PLTS Creative Thinkers

Unit 01

PLTS Reflective Learners

Unit 01

PLTS Team Workers

Unit 01

PLTS Self-managers

Unit 01

PLTS Effective Participators

Unit 01

For further information please contact a member of the Product Development team.

Section 5

Links to National Occupational Standards

Links to National Occupational Standards

We've mapped this qualification against National Occupational Standards (NOS) in Preparing to Work in the Film Industry. As they complete this qualification, learners can gather evidence that may be used towards the knowledge requirements of a relevant competence-based qualification.

The BFI Film Academy learning outcomes have been mapped to the knowledge and understanding sections of the following ScreenSkills National Occupational Standards: Production; Post Production; Animation; Editing and Sound, and for developmental units in particular:

NCFE unit number/title	NOS unit number/title
Unit 01 Develop own working practice for the film industry	ScreenSkills Production NOS 2012

Section 6

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Apply	Link existing knowledge to new or different situations
Assess	Consider information in order to make decisions
Classify	Organise according to specific criteria
Compare	Examine the subjects in detail looking at similarities and differences
Define	State the meaning of a word or phrase
Demonstrate	Show an understanding of the subject or how to apply skills in a practical situation
Describe	Write about the subject giving detailed information
Differentiate	Give the differences between two or more things
Discuss	Write an account giving more than one view or opinion
Distinguish	Show or recognise the difference between items/ideas/information
Estimate	Give an approximate decision or opinion using previous knowledge
Explain	Provide details about the subject with reasons showing how or why. Some responses could include examples
Give (positive and negative points...)	Provide information showing the advantages and disadvantages of the subject
Identify	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking)
Illustrate	Give clear information using written examples, pictures or diagrams
List	Make a list of key words, sentences or comments that focus on the subject
Perform	Do something (take an action/follow an instruction) which the question or task asks or requires
Plan	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration, or other suitable format

Provide	Give relevant information about a subject
Reflect	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice
Select	Choose for a specific purpose
Show	Supply sufficient evidence to demonstrate knowledge and understanding
State	Give the main points clearly in sentences
Use	Take or apply an item, resource, or piece of information as asked in the question or task

Section 7

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please visit the NCFE website.

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