

Unit 3: Media Production (LEVEL 3)

Learning outcomes

This production unit includes production activities such as writing copy or recording audio but also activities that have traditionally been designated post-production activities such as film editing.

By completing this unit, candidates will realise the importance of planning, production and post-production in the production process in order to work efficiently, effectively and creatively.

Candidates will be able to:

- produce a production plan and schedule
- maintain a production diary
- carry out recces and risk assessments to help them work safely in teams and independently
- understand current industrial working practices
- produce a complete media product
- evaluate both product and process

Assessment objectives

Assessment objectives	Knowledge, understanding and skills
1 Plan the production process for a new media product	<p>Plans should include the following information:</p> <ul style="list-style-type: none">• Working title• Description of the product to be made with reference to client needs/original proposal• Roles assigned and choice of roles justified• Estimated time: for production process including editing• Estimated costs using professional rates• Locations and work areas eg: studios, editing suites, computer suites, locations for filming/recording sound <p>Production schedule should include:</p> <ul style="list-style-type: none">• Schedule of activities to include dates and times• Equipment required, with dates, eg: still cameras, video cameras, lighting equipment, sound recording equipment, computers, editing equipment, cables, batteries, tripods, microphones• Materials to be ordered eg: dv tape, Pro Tools, CDs, specialist papers/printing• Contingency plans relating to eg: missing personnel, broken equipment, bad weather, sickness

Assessment objectives	Knowledge, understanding and skills
2 Maintain a production diary	<p>Diary to include:</p> <ul style="list-style-type: none"> • at least two agendas and minutes of meetings • at least two order/booking forms • an up-dated production schedule <p>Meetings to record:</p> <ul style="list-style-type: none"> • attendance • agenda • decisions on product including content, roles, targets, progress, contingency plans and relevant legal and ethical issues
3 Carry out recce and risk assessments for production areas	<p>Carry out one recce and one risk assessment for locations and/or work areas.</p> <p>Recce for:</p> <ul style="list-style-type: none"> • filming/recording suitability • fit for purpose • permission/specialist requirements <p>Risk assessment:</p> <ul style="list-style-type: none"> • should be carried out prior to any practical project • covers all significant aspects of health and safety: • identifies potential hazards and know how to deal with them <p>Hazards include:</p> <ul style="list-style-type: none"> • handling toxic materials • lifting heavy objects • using sharp/electrical equipment • personal safety when interviewing • wearing inappropriate clothing <p>Contact any relevant authorities/individuals to confirm shooting/recording or seek permission for eg filming, interviewing</p>
4 Produce the new media product following industrial working practices safely	<p>Work in a specific role to make a media product:</p> <ul style="list-style-type: none"> • production activities: eg writing copy and filming • post production activities: eg video editing • follow industrial working practices • follow safe working practices <p>Skills include:</p> <ul style="list-style-type: none"> • setting up and using equipment • producing content • editing • using digital equipment

Assessment objectives	Knowledge, understanding and skills
	<p>Industrial working practices include:</p> <ul style="list-style-type: none"> • logging shots • using a clapper board, etc • following protocol eg not entering a studio when the red light is on • using appropriate liaison and communication channels eg through floor manager in a studio, relevant section editor if working on a magazine/newspaper, studio manager if working on radio. <p>Safe working practices include:</p> <ul style="list-style-type: none"> • personal behaviour • care of equipment
5 Evaluate the production process and final products	<p>Evaluate production process in terms of:</p> <ul style="list-style-type: none"> • ability to work in a team and independently • ability to meet deadlines • time management • organisational/communication skills <p>Evaluate final product in terms of:</p> <ul style="list-style-type: none"> • comparison with a professional product • original proposal/satisfying clients' needs • originality • use of appropriate techniques • legal and ethical requirements • quality of material • missing items

Assessment

This unit will be centre-assessed and moderated by OCR.

In order to achieve this unit, candidates must collate a portfolio of evidence showing that they can meet all the assessment objectives.

Portfolios of work must be produced independently. They will need to be made available, together with witness statements and any other necessary supporting documentation, to the OCR Visiting Moderator when required.

Guidance on assessment and evidence

It is expected that candidates will use specific and transferable media skills they have developed in Unit 2 to product a complete media product. It is recommended that candidates work in small groups of between three and five though groups of two are acceptable. If it is a large team they need only take one production role such as a camera operator or editor. If a product such as a lifestyle magazine is made, much larger groups are appropriate to be included in the production team. Teams may choose to produce a product that a candidate has planned in Unit 2. For radio and television products they can use pre-existing scripts. The chosen media product should be of sufficient size eg a substantial extract from a TV drama series including titles, a newspaper rather than a poster, a "live" radio magazine programme with several pre-recorded inserts and advertisements to allow individual candidates to demonstrate their skills.

For Assessment Objective 1 candidates could plan to produce a product that was proposed and researched for in Unit 2 or the tutor may act as a client and set a working brief. Candidates should take careful note of client requirements or the terms of the original proposal and their plans should be framed to produce a feasible final product. Candidates should be made aware that careful planning here will save time and effort later. It is expected that most of the evidence will take the form of proformas and witness statements rather than essay type evidence. Proformas can be given for candidates to complete eg: the booking forms, contingency planning forms or the schedule. When estimating costs, candidates are expected to use professional hourly rates for both hire of equipment and labour costs. At this stage, team members should prepare for contingencies such as sickness and broken equipment and build in extra time into the schedule. It is good working practice for candidates to take responsibility for booking equipment (including minor but essential items such as cables and batteries

For Assessment Objective 2, it is acceptable for a team production diary to be maintained but it must be easy to identify contributions by individual candidates. Production teams should be encouraged to hold regular, short meetings at which progress can be discussed and any problems identified. It is expected that possibly five or so such meetings may be held during the course of production. Team members can take it in turns to organise and run meetings so that they collect different meeting notes for the production diary. Candidates should take it in turns to take brief notes or minutes of these meetings rather than be expected to write minutes for every meeting. If the number of times they are expected to produce the minutes is limited to twice, then they are more likely to write detailed notes. These production meetings should not be lengthy, possibly lasting between 10 and 15 minutes. Only a few agenda items need be covered in each meeting but relevant legal and ethical issues and health and safety matters should be included as standing items.

The schedule should be updated on a regular basis. A tutor witness statement could provide evidence as to how well they kept to their schedule and met deadlines.

For Assessment Objective 3, candidates must be aware of potential dangers in work areas and carry out a risk assessment and a recce before production starts. These can be proformas that candidates complete individually. This could be in a studio, office or on location outside the school or college. Letters or emails could provide evidence that permission has been gained for eg filming or interviewing. All educational establishments will have a member of staff responsible for Health and Safety and who can give useful advice on identifying hazards and how to deal with them.

For Assessment Objective 4, the evidence will consist of the final product accompanied by a witness statement from the tutor/project manager/technician related to the skills and working practices used by individual candidates. The skills should be specific, eg using fades and wipes in video titling or using proof reading and positioning images in print or sound effects and wild tracks for audio,

For Assessment Objective 5, the evaluation should be based on feedback from the tutor/project manager/technician as well as the candidate's own observations. Candidates should be encouraged to be objective about their own work and compare it with professional products. Centres are encouraged to use a variety of approaches to enable candidates to consider their progress and achievements: the evaluation could be written or verbal eg recorded on video camera or audiotape or through witness statements and candidate reports. It might take the form of a presentation to the group or a group presentation to the teacher with individual contributions when appropriate. Candidates should be encouraged to present their work attractively.

The group discussion can be recorded on:

- video camera, or
- audio tape,
- or through witness statements and candidate reports.

Signposting to Key Skills

- ✓ The unit contains opportunities for developing the Key Skill, and possibly for generating portfolio evidence, if teaching and learning is focused on that aim.

Key Skill reference		Key Skill reference		Key Skill reference	
C3.1a		N3.1		IT3.1	4
C3.1b		N3.2a		IT3.2	
C3.2		N3.2b		IT3.3	4
C3.3	4	N3.2c			
		N3.2d			
		N3.3			

Mapping to National Occupational Standards

Occupational Standards	Unit Number	Title
Art Department/ Animation/ Graphics (General) for Skillset	DMI10 DMI14 X1 X2 X3	Research requirements based on the design brief Liaise with team members to assist the production process. Contribute to good working relationships. Ensure your own actions reduce risks to health and safety Conduct an assessment of risks in the workplace.

Resources

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and candidates should be encouraged to gather information from a variety of sources. Some suggested resources are intended for tutor use. The resources in this section were current at the time of print. For the most up-to-date list of resources please refer to our website: www.ocr.org.uk

Publications

Cheshire, David. (1990)	<i>The Complete Book of Video</i> Dorling Kindersley Limited
Cottle, Simon. (2003)	<i>Media Organization and Production</i> Sage
Fraser, P & Oram, B. (2003)	<i>Teaching Digital Video Production</i> BFI Publishing
Hennessey, Brendan. (1993)	<i>Writing Feature Articles</i> Focal Press,
Musburger, Robert. (2002)	<i>Single-Camera Video Production</i> Focal Press
Walton, R. (2001)	<i>Page Layout</i> Hearst Books International

Grading

Assessment Objective	Pass	Merit	Distinction
<p>AO1 Plan the production process for a new media product</p>	<p>Candidates identify the product to be made. Candidates mention general points related to the target audience, content and treatment. They give simplistic reasons why a few roles were chosen. Candidates give a few examples of materials, equipment and personnel. Candidates produce a completed production schedule. They make rough estimates relating to time and costs. A brief contingency plan is included.</p>	<p>Candidates identify the product to be made. Candidates make detailed points related to the target audience, content and treatment. Candidates provide reasons for how roles were allocated. The media skills of individuals are considered carefully when assigning these roles. Candidates produce a completed production schedule with a number of different personnel and items of equipment listed. They make realistic estimates relating to time and costs. They show clear understanding of the importance of setting targets and planning for one or two contingencies.</p>	<p>Candidates identify the product to be made. Candidates make detailed points related to the target audience, content and treatment using media terminology. They provide detailed explanations on how roles were assigned and consider thoughtfully the media skills of individuals. Records indicate that they had a leading role in decision making at meetings. Candidates produce a completed production schedule and give a comprehensive list of personnel and equipment. They make estimates relating to time and costs based on professional rates. They show clear understanding of the importance of setting targets and planning for a range of contingencies.</p>

Assessment Objective	Pass	Merit	Distinction
<p>AO2 Maintain a production diary</p>	<p>Candidates maintain an individual diary or contribute to a group production diary. Their agendas and minutes of meetings may be untidy and they describe simplistically only a few discussions relating to one or two aspects. The booking forms list major items of equipment or materials that are needed. The production schedule shows little sign of amendment and contingency plans may not have been used.</p>	<p>Candidates maintain an individual diary or contribute to a group production diary. Their agendas and minutes of meetings are well presented and they describe a number of discussions relating to content, progress and action points. The booking forms are completed well in advance of production and list major items of equipment or materials that are needed. The production schedule shows signs that it has been up-dated and may refer to contingency plans.</p>	<p>Candidates maintain an individual diary or contribute to a group production diary. Their agendas and minutes of meetings are well presented and they describe in detail a number of discussions relating to content, progress and action points. The booking forms are completed well in advance of production and give a comprehensive list of all items of equipment or materials that are needed. The production schedule has been regularly up-dated and contingency plans used if necessary.</p>
<p>AO3 Carry out recce and risk assessments for production areas</p>	<p>Candidates produce completed recce and risk assessment forms and provide short explanations. They identify relevant authorities/individuals to confirm shooting/recording or seek permission for eg filming, interviewing.</p>	<p>Candidates produce completed recce and risk assessment forms, providing short explanations using media terminology. Where necessary, they contact relevant authorities/individuals to confirm shooting/recording or seek permission for eg filming, interviewing.</p>	<p>Candidates produce completed recce and risk assessment forms providing informative explanations using correct media terminology. Where necessary, they contact relevant authorities/individuals to confirm shooting/recording or seek permission for eg filming, interviewing.</p>

Assessment Objective	Pass	Merit	Distinction
<p>AO4 Produce the new media product following industrial working practices safely</p>	<p>Candidates work in a specific role to make a media product. They are witnessed using basic techniques confidently. Industry working practices and safe working practices are followed. The final product may be of inconsistent quality with technical errors.</p>	<p>Candidates work in a specific role to make a media product. They are witnessed using basic and more complex techniques confidently. Industry working practices and safe working practices are followed. The final product will be of a good quality with few technical errors.</p>	<p>Candidates work in a specific role to make a media product. They are witnessed using basic and complex techniques confidently and creatively. They show initiative. Industry working practices and safe working practices are followed consistently. The final product will be creative and technically good.</p>
<p>AO5 Evaluate the production process and final products</p>	<p>Candidates give a brief description of a few aspects of their ability to work in a team, manage time, meet deadlines, organise their work and communicate with others. They compare their product to a professional product using limited criteria and simple language. They refer very little to client needs or their plan. Some techniques are identified. Candidates name a legal and ethical requirement and give a simplistic explanation of how these affected production. There is a simplistic description of the quality of the final product that does not identify its weaknesses.</p>	<p>Candidates give a detailed description of some aspects of their ability to work in a team, manage time, meet deadlines, organise their work and communicate with others. They compare their product to a professional product using a range of criteria and correct media terminology. They refer to client needs or their plan. The uses of some techniques are explained in detail. Candidates name a legal and ethical requirement and give a clear explanation of how these affected production. There is an objective description of the quality of the final product that identifies some strengths and weaknesses.</p>	<p>Candidates give a detailed description of a range of aspects of their ability to work in a team, manage time, meet deadlines, organise their work and communicate with others. They compare their product to one or more professional products using a range of criteria and correct media terminology. They refer to client needs or their plan. The uses of a range of techniques are explained in detail. Candidates name a legal and ethical requirement and give a clear and detailed explanation of how these affected production. There is an objective description of the quality of the final product that identifies a range of strengths and weaknesses.</p>