



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

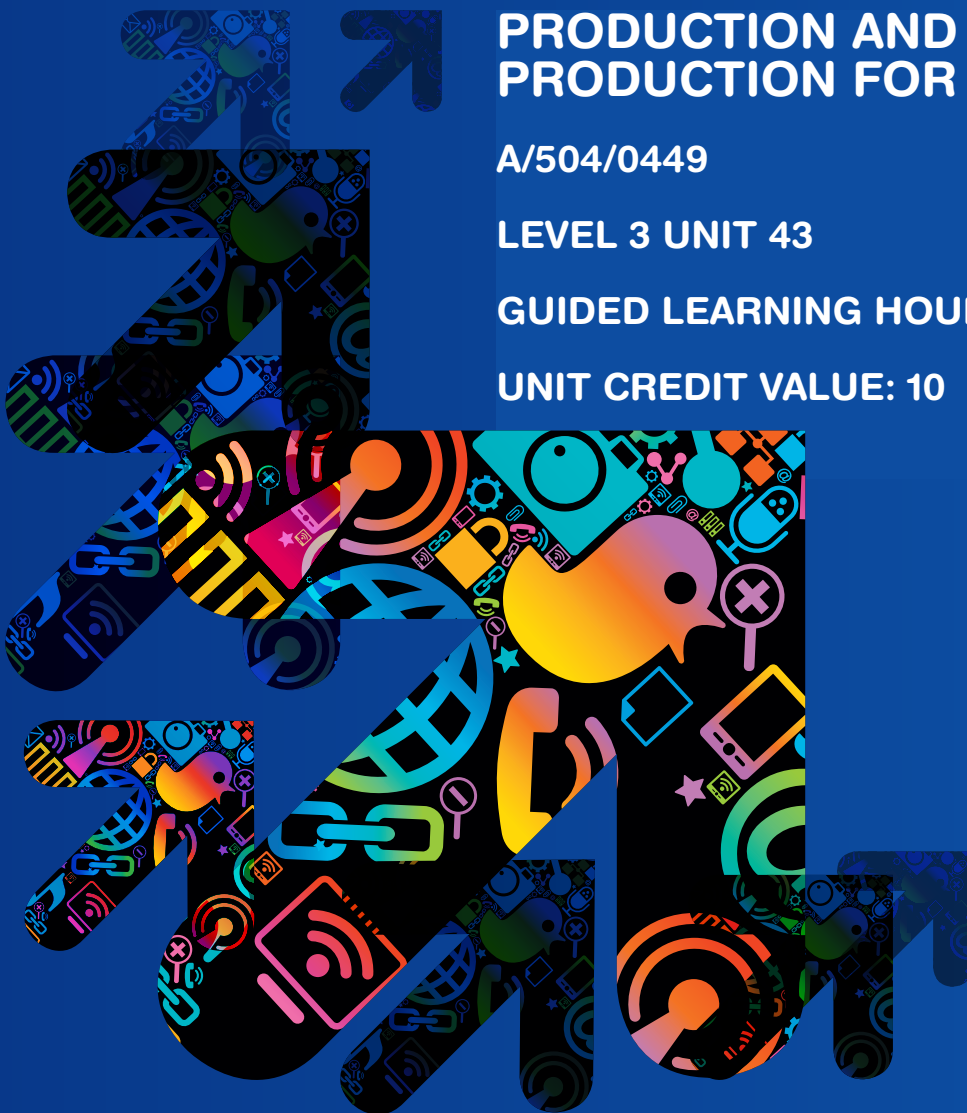
## PRODUCTION AND POST PRODUCTION FOR TV

A/504/0449

LEVEL 3 UNIT 43

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# PRODUCTION AND POST PRODUCTION FOR TV

A/504/0449

LEVEL 3

## AIM OF THE UNIT

By completing this unit learners will be able to plan, produce, edit and evaluate a 5-minute section of a TV programme.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)  The learner will:	Pass The assessment criteria are the pass requirements for this unit.  The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Be able to produce pre-production material for an original 5-minute segment of a TV programme	P1 Learners produce appropriate pre-production materials for an original 5-minute TV programme segment, including: a) treatment b) script c) storyboard d) set designs e) budget f) daily shooting schedule g) recce h) risk assessment i) legal and ethical issues j) proposed scheduling time		
2 Be able to produce production materials for use in an original 5-minute segment of a TV programme	P2 Learners produce competent production materials for use in a 5-minute segment of an original TV programme by: a) setting up appropriate equipment b) following script/storyboard c) following safe working practices d) following production processes	M1 Learners' filming/recording is proficient. Camera, lighting, sound and mise en scène techniques are fit for purpose and used effectively to create meaning within the planned outcome. The footage for the 5-minute segment of an original TV programme produced by learners is generally of a good technical standard and quality	D1 The footage for the 5-minute segment of an original TV programme produced by learners is generally of a high technical standard and quality. Conventions of the chosen genre/format are followed, within the intentions of the production. The camera, lighting, sound and mise en scène are used to suitable effect to enhance meaning, within the intentions of the production
3 Be able to edit production materials to produce an original 5-minute segment of an original TV programme	P3 Learners edit their production materials to produce a final competent 5-minute segment of an original TV programme by: a) logging rushes and creating edit decision list b) producing and reviewing an off line edit c) applying appropriate visual effects and transitions d) linking audio to visuals and applying audio effects	M2 Learners' editing is proficient and post-production additions are used effectively to create meaning within the planned outcome. The final edit of the 5-minute segment of an original TV programme produced by learners is generally of a good technical standard and quality	D2 The final edit of the 5-minute segment of an original TV programme produced by learners is generally of a high technical standard and quality. It will be generally skilful with continuity and post-production additions being utilised to enhance meaning, within the intentions of the production
4 Be able to evaluate the 5-minute original TV programme produced	P4 Learners objectively evaluate the 5-minute original TV programme segment, including: a) production process b) decisions made c) revisions made d) technical qualities e) aesthetic qualities f) proposed scheduling time g) areas for improvement within the production		

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

### **Be able to produce pre-production material for an original 5-minute segment of a TV programme**

For example:

Suggested genres could include fictional e.g. TV drama, soap opera, children's drama; factual e.g. documentaries, news package, magazine programmes, children's TV, live TV.

- a) title medium, running time, synopsis, key scenes, target audience etc.
- b) written interpretation of narrative using an industry standard format
- c) industry standard series of panels or rough sketches which outline the sequence and aims of the section of the TV programme to be made, including sound
- d) annotated drawings of locations illustrating camera positions, lighting, use of natural light
- e) budget based on professional rates, sources of funding e.g. the possibility of sponsors, co-production with another identified company
- f) a day-to-day running order including equipment and resources
- g) for studio or location - identify potential hazards/risks and find resolutions to any problems
- h) Ofcom, self-regulation, fit with programme schedules, e.g. watershed, prime time
- i) slander, misrepresentation, watershed.

### **Be able to produce production materials for use in an original 5-minute segment of a TV programme**

For example:

- a) including cameras, tripods, dollies, lighting, sound equipment
- b) use the pre-production material as reference to the production process
- c) working within the scope of the risk assessment and health and safety guidelines
- d) this could include direct cast and crew to realise your visualisation of the production, film the production,

operating the camera under direction, operate sound equipment and check sound using headphones during production making notes with reference to the storyboard suggesting changes.

### **Be able to edit production materials to produce an original 5-minute segment of an original TV programme**

For example:

- a) record and identify time code and description of all shots, select appropriate footage from the log; edit decision list can be paper-based, computer generated (EDLs), screen grabs
- b) produce an off line edit by placing selection of shots into the sequence in order without applying effects; make notes with reference to the storyboard and suggest changes
- c) apply visual effects, e.g. filters, colour correction, chromakey, preset explosions; apply transitions, e.g. wipes, cross dissolves, fades, titles, credits, spinning graphics, rolling credits
- d) audio dub, checking audio levels, apply wild tracks and make corrections where necessary, apply audio/sound effects (e.g. reverbs, thunder), apply soundtrack to visuals.

### **Be able to evaluate the 5-minute original TV programme produced**

For example:

- a) outline the production process
- b) what were the key decisions made e.g. locations, camera angles, sound, editing
- c) what changes were made if any comparing this to the storyboard and script
- d) quality of the camera framing, editing, sound quality
- e) comparison of the final production to the original idea, has it realised the script/storyboard
- f) related to target audience, prime time, daytime TV, appropriate for pre- or post-watershed
- g) identify the areas for improvement, focusing on strengths and weaknesses.

## DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with other units including 10, 11, 12, 16, 42, 44, 45, 47 and 50.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork, this should be supported by a witness statement from the tutor. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

**P1:** It may be helpful for learners to be exposed to a number of TV genres, TV programme promos which can be a valuable teaching resource, when introducing TV genres to learners. When producing pre production material learners, where possible, should be using professional practices, in this respect it may be helpful for learners to undertake visits to relevant media organisations, this may be particularly relevant where the centre has links to relevant industrial partners. Teacher led skills workshops could focus on developing key skills which learners would find beneficial in producing their own pre production material. Risk assessments should be conducted for every location where filming will take place, learners could include photographic evidence in addition to written notes, industry standard risk assessment formats should be adopted. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of

information. Learners should be made aware of the legal and ethical issues applicable to TV production and should then apply these to their production, for instance when they are considering a proposed scheduling time, on a simple level whether it should be pre or post the watershed. It may also be helpful for learners to debate these issues through class discussions. These issues could also range from copyright, intellectual property rights, use of offensive material. Work could be evidenced in written format, letters or online requests applying for copyright permission. When completing the shooting schedule, learners may find it helpful to have clear headings for each section so that the shooting schedule becomes a useful working document as well as providing evidence for the grading criteria. All evidence where possible, should reflect industrial working practises.

**P2/M1/D1:** Learners producing their 5-minute segment of a TV programme should wherever possible work to a deadline and follow industry standard production processes. Learners should be taught appropriate production skills in line with commercial practices, which may be possible through teacher led skills workshops, or where possible inviting guest practitioners to the centre. It is also important that learners adopt safe working practices in line with the media product they are producing. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of information. Evidence of the learner's contribution to the production process, especially if working in a group, should be identified by the learner for instance photographs of learner setting up and using the equipment, a section of the footage the learner was responsible for. Evidence of the learner's contribution should be supported by a witness statement from the tutor.

**P3/M2/D2:** When editing the 5-minute segment of a TV programme learners should wherever possible work to a deadline and follow industry standard production processes. They should demonstrate their ability to apply appropriate visual effects and editing techniques that clearly enhance their production. These skills could be developed in skills workshops led by the tutor or visiting guest practitioners. Evidence of the learner's contribution to the editing process, especially if working in a group, should be identified by the learner for instance photographs of learner using the equipment to edit, a section of the edited production the

learner was responsible for. Evidence of learner editing should be supported by a witness statement from the tutor.

**P4:** Learners could produce a written or verbally recorded evaluation possibly with supporting slide show presentation with images and diagrams on their 5-minute segment of a TV programme. The evaluation should cover all areas of the grading criteria.

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

## RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners 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 production.

### Books

Millerson, G (1994)	<i>Effective TV Production</i> Focal Press (3rd edition)
Goldberg, L & Rabkin, W (2003)	<i>Successful Television Writing</i> Wiley
Hart, C (1999)	<i>Television Program making: everything you need to know to get started</i> Focal Press
Clark, B & Spohr, SJ (2002)	<i>Guide to postproduction for TV and film: managing the process</i> Focal Press (2nd edition)
Orlebar, J (2001)	<i>Digital Television Production: A Handbook</i> Hodder Arnold

### Websites

[www.ofcom.org.uk](http://www.ofcom.org.uk)

[www.bbc.co.uk](http://www.bbc.co.uk)

[www.itv.com](http://www.itv.com)

[www.channel4.com](http://www.channel4.com)

[www.five.tv](http://www.five.tv)

[www.sky.com](http://www.sky.com)

[www.uktv.co.uk](http://www.uktv.co.uk)

[www.virginmedia.com](http://www.virginmedia.com)

[www.guardian.co.uk/media/television](http://www.guardian.co.uk/media/television)

## LINKS TO NOS

Skillset - Production Film and TV (2005)

- P8** Organise pre-production activities
- P9** Plan and schedule production activities (Revised December 2008)
- P15** Ensure compliance with regulations and codes of practice
- P30** Research and assess locations (Revised December 2008)
- P39** Plan and schedule the daily shoot
- P40** Monitor and control the progress of productions
- P44** Maintain continuity during the production
- P48** Plan and schedule post-production activities

Skillset – Lighting for Film and Television (2006)

- L6** Identify and select the lighting requirements for film and/or television productions

Skillset – Camera (2008)

- L11** Set lighting to meet the desired effect
- C28** Position and move the camera to frame and compose the image
- CCL1** Prepare camera equipment for each day's shoot
- CCL2** Set up camera equipment
- CCL5** Set up shots for camera
- CSS1** Analyse and break down scripts during pre-production
- CSS6** Maintain records of continuity and technical camera details during shooting





## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

**Telephone 02476 851509**

**Email [cambridgetechnicals@ocr.org.uk](mailto:cambridgetechnicals@ocr.org.uk)**

**[www.ocr.org.uk](http://www.ocr.org.uk)**