



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

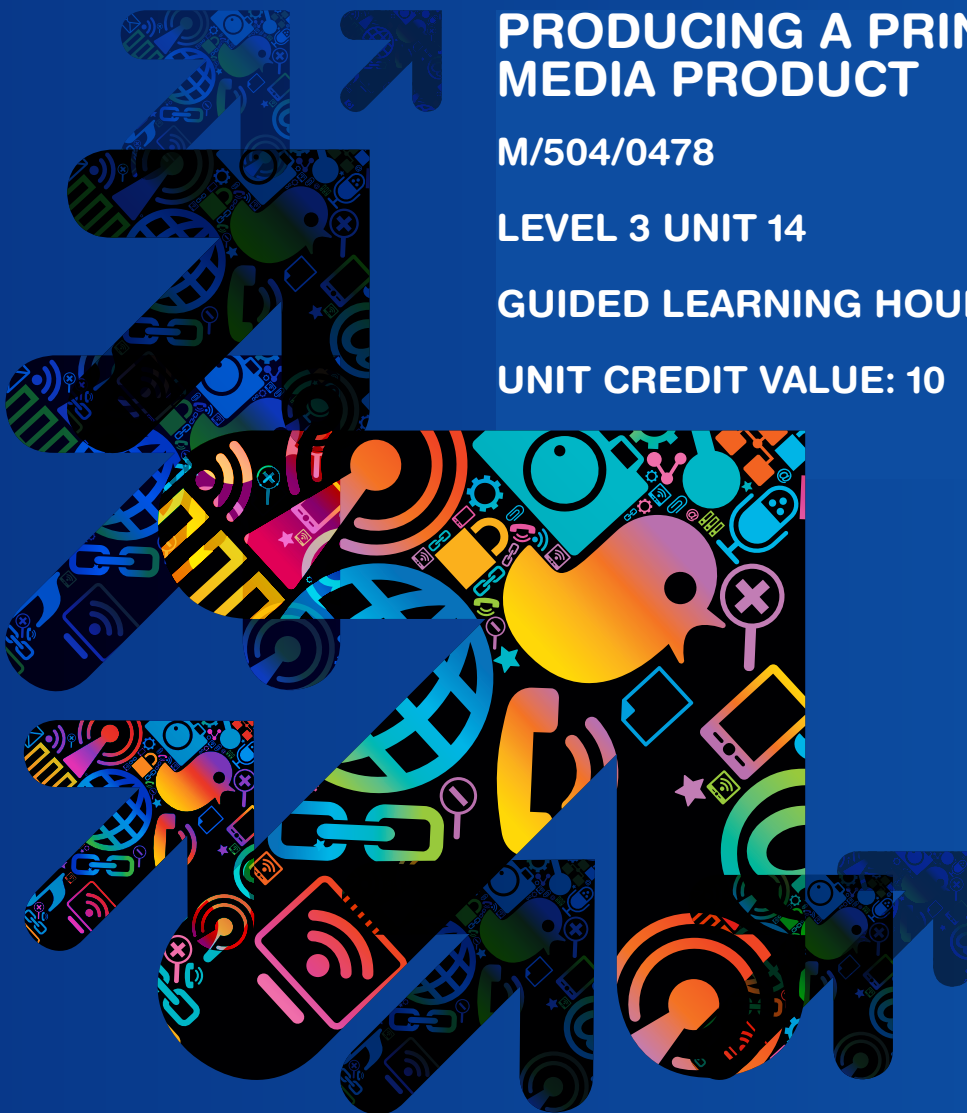
PRODUCING A PRINT-BASED MEDIA PRODUCT

M/504/0478

LEVEL 3 UNIT 14

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



PRODUCING A PRINT-BASED MEDIA PRODUCT

M/504/0478

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will produce pre-production materials, and carry out relevant recces and risk assessments to ensure that they can work safely in production stages. They will identify and resolve any relevant legal and/or ethical issues associated with the print media product they are producing. Learners will produce materials that they can use and edit to create a final print media product.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:		
1 Be able to produce pre-production materials for a planned original print media product	P1 Learners produce pre-production materials for a planned original print media product	M1 The pre-production materials produced are fit for purpose and generally of a good technical standard	
2 Be able to assess locations, risks, and legal/ethical issues relevant to their print media product, finding solutions to any risks or issues identified	P2 Learners carry out at least one relevant recce and risk assessment for production stages, recording: <ol style="list-style-type: none"> the outcome of recce(s) any potential hazards/risks their solution for any identified hazard/risk in line with health and safety procedures 		
	P3 Learners resolve identified legal or ethical issues for their planned print media product		
3 Be able to produce materials for use in an original print media product	P4 Learners produce competent materials to be used in their planned original print media product	M2 Production of material is proficient. The production techniques and/or processes are fit for purpose and used effectively to create meaning within the planned outcome	D1 Materials produced are generally of a high technical standard and quality. Conventions of the chosen genre are followed, within the intentions of the production. The production techniques and/or processes are used to good effect to enhance meaning, within the intentions of the production
4 Be able to edit materials to produce a final print media product	P5 Learners carry out post-production processes to produce a competent final original print media product	M3 Editing of the print media product created is proficient and the application of post-production additions is used effectively to create meaning within the planned outcome. The final original media product produced is generally of a good standard and quality	D2 Editing is generally of a high technical standard and quality. It will be generally skilful with the application of post-production additions being utilised to enhance meaning, within the intentions of the production. The final original print media product produced is generally of a high standard and quality

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 materials for a planned original print media product

For example:

Planned original print media product could be:

Magazine, newspaper, website, print-based advertisement, film poster, information pack, posters, billboards etc.

Pre-production material:

- draft articles, draft layouts, mood boards, plan for images needed, select fonts/graphics/colours
- production schedule – dates timings, activities, location, personnel, resources.

Be able to assess locations, risks, and legal/ethical issues relevant to their print media product, finding solutions to any risks or issues identified

Learners conduct recces of suitable indoor or outdoor locations for production work, for example:

photo shoots, interviews, etc.

Take notes and pictures for the rest of the production team.

Evidence could take the form of written notes, proforma, audio notes, photographs.

For example:

- copyright, intellectual property rights, slander/libel, royalties, violence, offensive language/behaviour/material, public interest.

Be able to produce materials for use in an original print media product

For example:

write articles, take photos, finalise housestyle, layout, produce text and images etc.

For example:

- setting up appropriate equipment
- use the pre-production material as reference to the production process

- following safe working practices, working within the scope of the risk assessment and health and safety guidelines
- following production processes, to realise the print media product, operate desktop publishing tools.

Be able to edit materials to produce a final print media product

For example:

- edit text and images to create/enhance meaning
- proof reading, sub-editing.

Using desktop publishing programmes to edit images and text, crop and apply filters to images, create style, create layout of print product including use of colour, fonts, titles, mastheads etc.

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 assessment 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 print media products. This unit can be linked with the other mandatory unit 300 i.e. the product produced in this unit could be planned in unit 13 and then advertised in unit 15. This unit could also be linked to units 30, 31.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills. If learners are holding meetings by setting an agenda and recording minutes, they may find it more beneficial to agree and distribute the agenda prior to the meeting, to reflect good working practice. Minutes or planning diaries should consider what was discussed at the meetings, what decisions have been made, any subsequent actions and who has responsibility for these, it is also an opportunity for learners to highlight their part in the production process and any changes or revisions to the plans for the production. Learners should be encouraged to see this as an ongoing process throughout the unit. The evidence could be provided as a log, written records, blog or audiovisual diary.

P1/M1: Learners could consider producing a magazine, newspaper, website, print based advertisement, film poster, information pack, posters, billboards etc for their print based media product. When producing pre production material learners should use possible professional practises wherever possible, in this respect it may be helpful for learners to

undertake visits to relevant print organisations or to invite practitioners into the Centre, this maybe particularly relevant where the Centre has links to relevant industrial partners. Alternatively teacher led skills workshops could focus on developing key skills which learners would find beneficial in producing their own pre production material. Suggested evidence could include ,draft articles, draft layouts, plans for images needed, selection of fonts/graphics/colours etc.

P2: When producing risk assessments learners should, where possible, reflect industry standard practices, with reference to professional formats and content for the media product. Recces could be produced in written format supported by photographs of the location or alternatively produced as an audio/audiovisual presentation using information captured using a mobile phone. Risk assessments, where possible, should be industry standard, the Health and Safety Executive (HSE)) may provide learners with a useful source of information. Learners should also be aware that recces and risk assessments should be carried out in each location, if the learner plans to use more than one location in the production of the media product. If learners are working in groups they should take notes and pictures for rest of production team, however each individual's contribution should be evidenced. Evidence of the risk assessments and recces could take the form of written notes, proforma, audio notes and photographs.

P3: Learners should be made aware of the legal and ethical issues applicable to media print products and the production process and should then apply these to the print media products they are producing, it may be helpful for learners to debate these issues through class discussions. These issues could range from copyright, intellectual property rights, use of offensive material When considering legal and ethical issues candidates should refer to the code of practice for the particular regulatory body, which affects the production of print media. Work could be evidenced in written format, letters to relevant bodies or online requests applying for copyright permission. It is important that learners relate the relevant legal and ethical issue to the particular print product they are producing, for instance when considering the photos/images and language for inclusion in a print product such as a magazine etc.

P4/M2/D1: learners producing materials to be used in their planned original print product should wherever possible work to a deadline and follow safe working practices. Learners can work individually however it may provide

good experience for learners to work as a group, however individual learner's contribution to the overall work must be clearly identifiable this could take the form of a witness statement from the teacher and evidenced in a production diary. 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 when writing articles, taking photographs, finalising the house style layout etc for the print product they are producing.

P5/M3/D2: Learners should wherever possible work to a deadline and follow safe working practices when constructing their print media product. If learners are working as a group, the individual's contribution to the overall work must be clearly identifiable, through a witness statement from the teacher for instance and could be included in a production diary. Learners should be taught appropriate post-production skills in lines with commercial practices, which may be possible through teacher led skills workshops, or through guest practitioners running workshops in the Centre. Learners should adopt safe working practices when constructing their final print product, for instance when using desktop publishing programmes to edit images and text, crop and apply filters to images etc. Learners should consider that a successful print product would demonstrate how editing of the text and images creates/enhances the meaning for the final print product, for instance using text/images which are associated with a lifestyle magazine, if that is the chosen final product. Learners could include images or screen prints of any annotated changes made to the final print product when they are proof reading and sub editing their product, This process could also be supported by a witness statement from the teacher.

Learners should seek to evidence the assessment 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

Cottle, S (2003)	<i>Media Organization and Production</i> Sage Publications
Hennessey, B (2005)	<i>Writing Feature Articles</i> Focal Press (4th edition)
Galer, M & Horvat, L (2005)	<i>Digital Imaging: Essential Skills</i> Focal Press (3rd edition)

Websites

www.guardianunlimited.co.uk

www.hse.gov.uk

www.bbfc.co.uk

www.virtualmediastudies.com

LINKS TO NOS

ENTO – Health and Safety Standalone Units

HSS1 Make sure your own actions reduce risks to health and safety

HSS6 Conduct a health and safety risk assessment of a workplace



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.

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