



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

PRODUCING AN AUDIO-VISUAL MEDIA PRODUCT

L/504/0505

LEVEL 3 UNIT 17

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



PRODUCING AN AUDIO-VISUAL MEDIA PRODUCT

L/504/0505

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 audio-visual media product they are producing. Learners will produce materials that they can use and edit to create a final audio-visual media product.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)		Pass	Merit	Distinction
The learner will:		The learner can:		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 materials for a planned original audio-visual media product	P1 Learners produce pre-production materials for a planned original audio-visual 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 audio-visual 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: <ul style="list-style-type: none"> a) the outcome of recce(s) b) any potential hazards/risks c) their solution of any identified hazard/risk in line with health and safety procedures 		
		P3 Learners resolve identified legal or ethical issues for their planned audio-visual media product		
3	Be able to produce materials for use in an original audio-visual media product	P4 Learners produce competent materials to be used in their planned original audio-visual 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 audio-visual media product	P5 Learners carry out post-production processes to produce a competent final original audio-visual media product	M3 Editing of the 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 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 audio-visual media product

For example:

- film trailer, sting, ident, advert, promo, online content, TV programme, short film etc.
- treatment – title of production, medium, running time, synopsis, key scenes, character list
- script – written interpretation of narrative
- storyboard – visual interpretation of narrative indicating sound effects and dialogue
- production schedule – dates timings, activities, location, personnel, resources.

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

For example:

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

- filming locations, interior i.e. studio location and exterior location etc.

Take notes and pictures for rest of production team. Evidence could take the form of written notes, proforma, audio notes, photographs.

Appropriate solutions for identified risk/hazard included on risk assessment – i.e. tripping hazard of wires - wires taped down, lighting burn hazard – warning clearly illustrated etc.

For example:

- copyright, intellectual property rights, slander/libel, filming permission, royalties, violence, offensive language/behaviour, public interest, performance rights – copies of signed permission to film forms, identified potential issues of copyright and include letters of permission for any included material which is copyright protected etc.

Be able to produce materials for use in an original audio-visual media product

For example:

- setting up appropriate equipment including cameras, tripods, dollies, lighting, sound equipment
- use the pre-production material as reference to the production process, following script/storyboard
- following safe working practices, working within the scope of the risk assessment and health and safety guidelines
- following production processes, this could include direct cast and crew to realise the audio-visual production, film the production, operating the camera under direction, operate sound equipment and check sound using headphones during production.

Be able to edit materials to produce a final audio-visual media product

For example:

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

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 media products. This unit can be linked with mandatory units 01. Centres may choose to integrate it with some of the optional units 40, 42, 44, 45, 47, 50 which could then be advertised in unit 18.

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 audio-visual diary.

Learners would not be expected to produce full-length feature films, short films would be acceptable as evidence. Learners are not expected to produce full-length TV programmes it would be acceptable to produce a TV programme of a short duration.

P1: learners should wherever possible use professional practices when producing pre production material, in this respect it may be helpful for learners to undertake visits to relevant media organisations such as the BBC, television studio etc., 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, it may also be possible to arrange for professional practitioners to visit the Centre or for learners to attend skills based workshops arranged by external facilitators such as BECTU, BBC etc. Suggested evidence could include a treatment, production schedule, script, storyboard 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 /audio-visual presentation using information captured using a mobile phone. Risk assessments, where possible, should be industry standard, the Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of information. Learners should also be aware that recces and risk assessments should be carried out in each location whether indoor, such as studio or outdoor, if the learner plans to use more than one location in the production of the audio-visual media product. When producing their risk assessment and recces learners may find it beneficial to use photographs to illustrate various risks/hazards associated with the equipment, such as tripping hazard of badly laid wires, burn risk from hot lighting etc. These photographs could be annotated by learners to identify specific risks/ hazards and accompanied by appropriate solutions for each identified hazard/risk – for instance in the case of badly laid wires – learners could suggest the use of appropriate tape to secure wires in place etc.

P3: learners should be made aware of the legal and ethical issues applicable to audio-visual media products and the production process and should then apply these to the audio-visual 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. 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 media product they are producing for instance if learners are producing a short film they need to consider obtaining permission to film for the chosen locations, if relevant, and the individual actors/presenters, if they are under 18 years of age – this could be evidenced in letters applying for filming permission and responses and permission to film forms from the parent/guardian of the minor etc Regulatory bodies such as Ofcom the British Board of Film Classification (BBFC) and the Advertising Standards Authority (ASA) would be useful sources of information in relation to relevant legal and ethical issues.

P4/M2/D1: learners producing their planned audio-visual media product should wherever possible work to a deadline and follow safe working practices. It may provide good experience for learners to work in a team, to produce the audio-visual media product, however individual learner's contribution to the overall work must be clear identifiable. If working as a group it is important that learners can demonstrate their contribution to the process, 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 in line with the audio-visual media product they are producing and with reference to the recces and risk assessments produced in P2. Learners could use annotated photographic evidence, or an audio-visual recording with voiceover to demonstrate their role in setting up and using equipment to produce footage for the audio-visual product such as a TV programme, ident, short film etc.

P5/M3/D2: Learners would benefit from continuing to work to a deadline and following safe working practices when carrying out post-production processes to edit their audio-visual media product, as this encourages good practice. Skills led workshops whether teacher led or delivered by a professional facilitator would also help learners in developing the skills required to edit their audio-visual media product. Centres may find that it is possible to arrange individual workshops for learners at each stage of the production process which are delivered when the learner is that stage of the production process, thereby breaking down the knowledge and skills development into manageable stages for learners. When using effects and transitions, learners

should consider whether these are relevant and enhance the meaning of the production. It is important that individual's contribution to the final audio-visual media product, including pre-production, production and post-production, is clearly identifiable, which can be supported by a witness statement from the teacher and evidenced by the learner through logged rushes, an edit decision list etc, an off line edit with annotations etc. Suggested evidence could include a short TV programme, short film, ident, promo etc.

Learners should seek to evidence the assessment criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio/audio-visual 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

Ang, T (2005)	<i>Digital Video Handbook</i> Dorling Kindersley Limited
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.bectu.org.uk

www.bfi.org.uk

www.channel4.com

www.guardianunlimited.co.uk

www.hse.gov.uk

www.bbfc.co.uk

<http://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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