



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

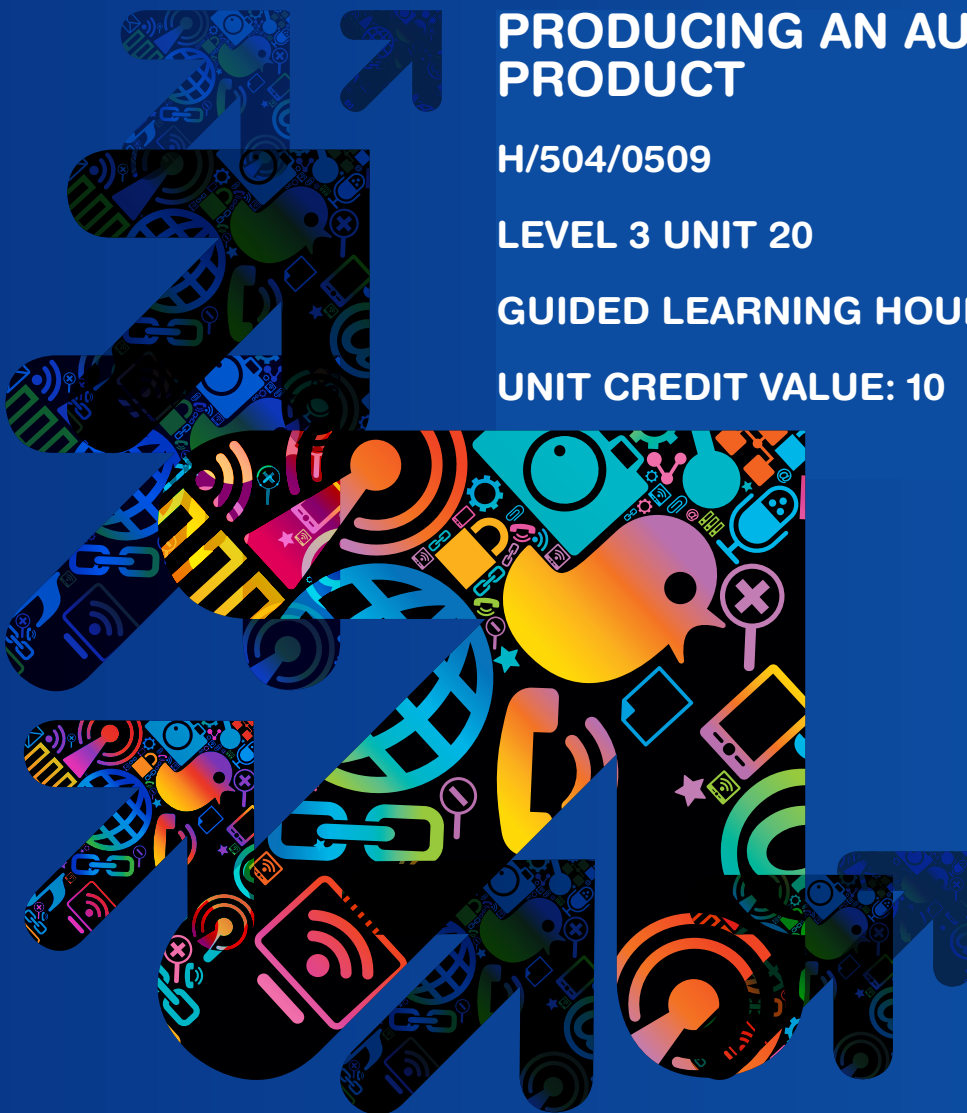
## PRODUCING AN AUDIO MEDIA PRODUCT

H/504/0509

LEVEL 3 UNIT 20

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# PRODUCING AN AUDIO MEDIA PRODUCT

H/504/0509

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 media product they are producing. Learners will produce materials that they can use and edit to create a final audio 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 audio media product	P1 Learners produce pre-production materials for a planned original audio 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 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: 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 media product		
3 Be able to produce materials for use in an original audio media product	P4 Learners produce competent materials to be used in their planned original audio media product	M2 Production of materials 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 media product	P5 Learners carry out post-production processes to produce a competent final original audio 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 media product**

For example:

Planned original audio product could be:

- radio and/or/music and/or talk programme/audio advert, soundtrack, audio book, podcast etc.

Pre-production material:

- treatment – title of production, medium, running time, synopsis, key scenes, character list
- script – written interpretation of narrative
- production schedule – dates, timings, activities, location, personnel, resources.

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

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

- sound effects, interviews, studio recording and on location recording of audio etc.

Take notes and pictures for the rest of the 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. sound levels when using headphones.

Awareness of external hazards when using headphones.

### **Be able to produce materials for use in an original audio media product**

For example:

sound effects, interviews, presenter, music, dialogue, jingles etc.

For example:

- setting up appropriate sound recording equipment
- use the pre-production material as reference to the production process, following script

- following safe working practices, working within the scope of the risk assessment and health and safety guidelines
- following production processes, this could include direct voice artists, musicians and crew, i.e. foley artists, sound engineers to realise the audio production, operate sound equipment and check sound using headphones during production.

### **Be able to edit materials to produce a final audio media product**

For example:

- edit sound, dialogue and music to create/enhance meaning
- linking audio and applying audio effects – audio dub, checking audio levels, using EQ's, apply wild tracks and make corrections where necessary, apply audio/sound effects (e.g. reverb, thunder) apply soundtrack 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 the mandatory unit 01, i.e. the product produced in this unit could be planned in unit 19 and then advertised in unit 21. This unit could also be linked to other practical units, 34, 41, 43, 46, 50, 52, 54, 55, 64, 65.

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.

Learners would not be expected to produce a full-length radio programme, it would be acceptable to produce a radio programme of a short duration as evidence.

**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, Capital Radio, local radio station or a recording studio etc, this maybe particularly appropriate 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 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, script, production schedule 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 a proforma, 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) 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 a studio, or outdoor locations if the learner plans to use more than one location for the recording of interviews, sound effects etc needed for the production of the audio media product.

**P3:** Learners should be made aware of the legal and ethical issues applicable to media audio products and the production process and should then apply these to the audio 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 radio programme they need to consider the use of appropriate language, whether

copyright issues are relevant for any music they wish to include and whether royalties are payable to the artists 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 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, 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 production 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 media product they are producing and with reference to the recces and risk assessments produced in P2.

**P5/M3:** 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 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 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. It is important that individual's contribution to the final audio 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 annotated photographs of their role in each stage of the post-production process for instance. Suggested evidence could include a short radio programme, short radio drama, podcast, short audiobook, soundtrack for an audiovisual product etc.

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

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](http://www.bectu.org.uk)

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

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

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

[www.hse.gov.uk](http://www.hse.gov.uk)

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

[www.virtualmediastudies.com](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.

**Telephone 02476 851509**

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

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