



Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

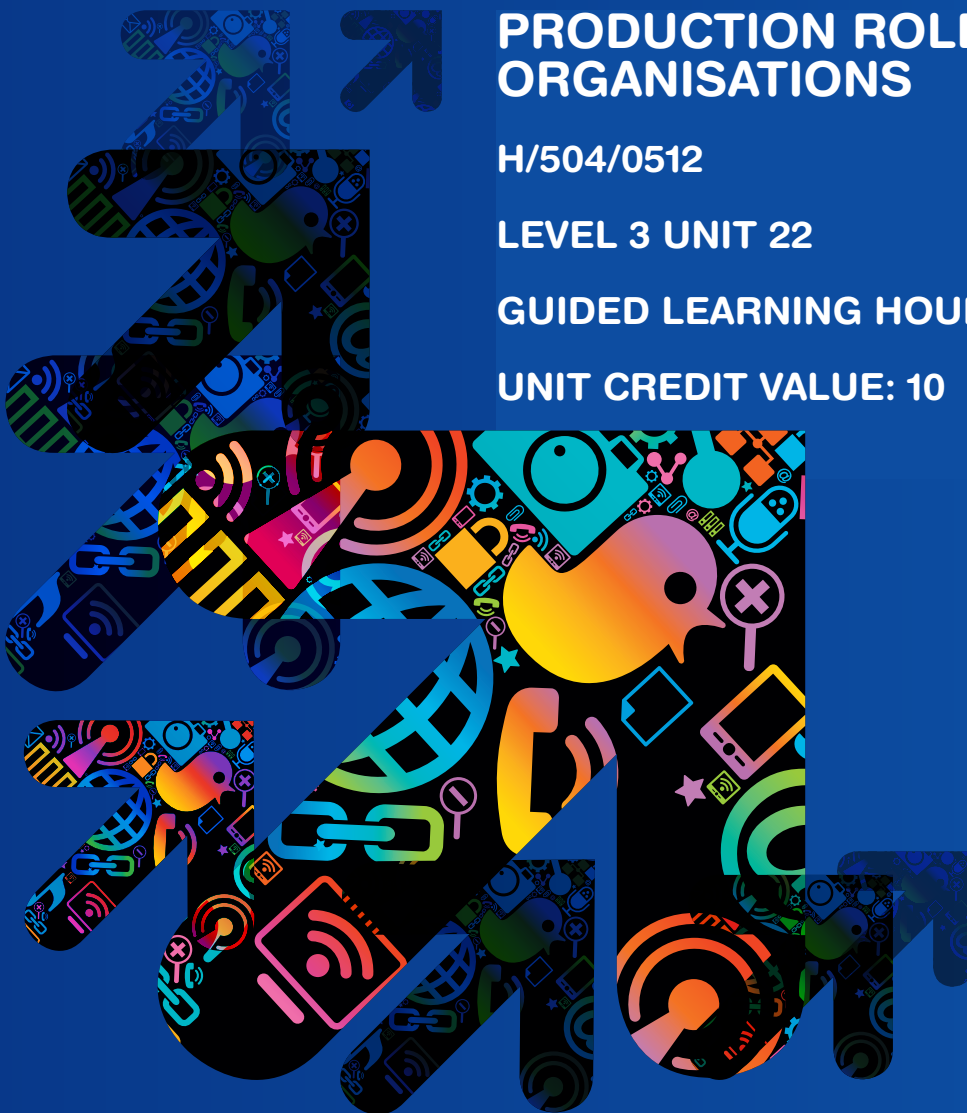
PRODUCTION ROLES IN MEDIA ORGANISATIONS

H/504/0512

LEVEL 3 UNIT 22

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



PRODUCTION ROLES IN MEDIA ORGANISATIONS

H/504/0512

LEVEL 3

AIM OF THE UNIT

By completing this unit learners will understand about the production job roles available within the media sector, and their contribution to the production process. Learners will be able to identify the skills that they already have to enable them to carry out a production role within a production team.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass The assessment criteria are the pass requirements for this unit. The learner will:	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 Understand what production job roles are available within a chosen part of the media sector	P1 Learners explore production job roles for a chosen media product, including: a) job title and job description b) responsibilities within the production process		
	P2 Learners analyse two roles within a media production team that they are interested in, including the: a) key functions of the roles within the production team b) equipment used c) skills needed to carry out each roles	M1 Learners compare the contributions and responsibilities of each of the roles analysed, and their impact on the production process	
2 Understand the skills they will need to carry out a chosen media production role	P3 Learners analyse the skills they have that would enable them to carry out a chosen media production role, including: a) written communication b) verbal communication c) practical production d) creativity	M2 Learners identify any potential gaps in their skills that would be needed in order to carry out their chosen production role proficiently	D1 Learners create a plan for their own future skills development. The plan addresses the gaps they have identified in their own communication, practical or creative skills
3 Be able to carry out a production role for a specific media production	P4 For a specified media production, learners carry out a production role within a team competently	M3 Learners carry out a production role within a production team proficiently. Their contribution to the work of the production team is consistent. Learners are willing to take on additional tasks within the production process and use their own initiative	D2 Learners carry out a production role within a production team effectively and successfully. They make a significant and extensive contribution to the overall running of the production team, in addition to undertaking their own production role

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.

Understand what production job roles are available within a chosen part of the media sector

For example:

- consider job roles such as:
 - newspapers and magazines – journalist, editor, sub editor, graphic designer
 - television – production assistant, director, camera operator, series editor
 - film – camera operator, grip, gaffer, producer, director, location manager
 - radio – series editor, producer, sound engineer, station manager
 - games – game designer, programmer, tester, graphic artist
 - e-publishing – journalist, editor, graphic designer, web designer
- planning and pre-production – idea origination and proposal development, production scheduling, raising finance, budgeting, scripting, storyboarding etc.

For example:

- production – filming, sound recording, photography, creating graphic images, article writing etc.
- post production – edit footage, images, articles, recorded sounds.
- ideas generation, generating income, operating equipment etc., interaction with other roles within the team
- camera, mixing desks, publishing software
- managing people, negotiation skills, communication skills, planning, production skills, creative skills etc.

Understand the skills they will need to carry out a chosen media production role

For example:

- letter writing, PowerPoints, budgets, production schedules etc.
- presentations, directions, negotiations etc.

- camerawork, editing, software skills etc.
- ideas generation, concepts, designing, articles, scripts etc.

Be able to carry out a production role for a specific media production

For example:

- production should be small-scale, possibly linked to another unit
- consider trying different job roles within the team.

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 the other practical production units in which the learner has worked in a team to produce the final outcome.

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.

P1/P2/M1: Learners could be taught through case studies looking at a range of job roles necessary when making a media product focusing on the responsibilities for each role, which are intrinsic to the production process. It may also be helpful for learners to appreciate how each role fits into the wider organisation, so that they understand how the roles become interdependent when producing a media product. Evidence could include charts and diagrams, a written report or a verbal presentation with a supporting witness statement. It is recommended that when exploring job roles learners, where possible, talk to media practitioners and conduct visits, for example to a live TV broadcast, or broadcasting company such as the BBC etc. However if this is not possible information can be found from written sources such as production company websites, extra feature material from DVDs in the case of films and written contact with the chosen

company. In particular the BBC website can be very useful on production roles, as there is information on CVs and career features.

P3/P4/M2/M3/D1/D2: When learners start to think about their own skills and their chosen role in a production team, they may draw on their individual strengths, they may therefore find it beneficial to look back on the work undertaken for previous units, when identifying their skills. Learners need to be able to objectively assess both their strengths and potential skills gaps, so they may find it helpful to conduct a skills audit as a starting point, it is important though that learners understand that the process of identifying gaps in their skills base enables them to create a plan to develop these skills so that they can take on their preferred media role. One way for learners to provide evidence could be a CV, a personal profile, skills audit and witness statements provided by the teacher. The production role could be specifically designed for this unit, or it could be a production role that a learner has undertaken in a previous unit, it is therefore important that learners keep records of their contribution to a production role and that there are witness statements to evidence their conduct in that role. Learners could evidence their contribution in a written format as a production diary, an audiovisual commentary supported by a witness statement. As this unit links with any of the practical production units, a suggested approach could be that this unit is taught after a number of practical units have been completed or as a long and thin unit that could run throughout that course.

P5: Learners could evidence this in a written format as a production diary, an audiovisual evaluation supported by a witness statement. This unit links with any of the practical production units, a suggested approach could be that this unit is taught after a number of practical units have been completed or as a long and thin unit that could run throughout the course.

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

Honthaner, EL (2001)	<i>The Complete Film Production Handbook</i> Focal Press (3rd edition)
Millerson, G (1994)	<i>Effective TV Production</i> Focal Press (3rd edition)
Fleming, C (2009)	<i>The Radio Handbook</i> Routledge (3rd edition)
Chandler, HM (2008)	<i>Game Production Handbook</i> Infinity Science Press (2Rev Ed edition)
Clark, G & Phillips, A (2008)	<i>Inside Book Publishing</i> Routledge (4th edition)

Websites

ukfilmcouncil.org.uk

www.bfi.org.uk

www.skillset.org

www.publishers.org.uk/en/home/about-publishing/careers_in_publishing/

www.bectu.org.uk

http://www.bbc.co.uk/newtalent/drama/advice_production.shtml

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

Skillset – various

X1 Contribute to good working relationships



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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