

National Unit Specification: general information

UNIT Media Production (Access 3)

NUMBER DF16 09

CLUSTER Media Studies (Access 3)

SUMMARY

This Unit is designed to develop the skill of contributing to the planning, producing and evaluating of a group media production from a brief. The centre can select the medium: for example, print, audio, video, animation, multimedia.

Where this Unit is taken as part of the Access 3 *Media Studies* Cluster, the medium should be one which has been studied in at least one of the *Media Analysis* Units. The Unit is suited to those who have an interest in, and wish to pursue an analytical approach to the media. It is suitable both for those who wish to pursue further study and a career in the communications industries as well as those whose interest is more generalised. This Unit is particularly suited as an introduction to Media Studies.

OUTCOMES

1. Contribute to planning a group production from a brief.
2. Contribute to implementing a group production from a brief.
3. Review and evaluate a group production.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

Superclass: KA

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National Unit Specification: general information (cont)

CREDIT VALUE

1 credit at Access 3 (6 SCQF credit points at SCQF level 3*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

This Unit gives automatic certification of the following:

Complete core skills for the Unit	Problem Solving	Acc 3
	Working with Others	Acc 3

National Unit Specification: statement of standards

UNIT Media Production (Access 3)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Contribute to planning a group production from a brief.

Performance criteria

- a) Contribute effectively in terms of discussing the brief and agreeing task allocation taking into account own preferences.
- b) Plan effectively in terms of the brief and allocated tasks.
- c) Carry out research in terms of the brief and the allocated tasks.
- d) Use technical terms appropriate to the medium.

OUTCOME 2

Contribute to implementing a group production from a brief.

Performance criteria

- a) Contribute effectively by co-operating and sharing ideas.
- b) Demonstrate production skills in terms of the brief and allocated tasks.
- c) Use technical terms appropriate to the medium.

OUTCOME 3

Review and evaluate a group production.

Performance criteria

- a) Identify strengths and weaknesses of the group production in relation to the brief.
- b) Identify individual strengths and weaknesses in relation to individual and co-operative planning and implementation.
- c) Suggest improved strategies.
- d) Identify what has been learned about media production technologies, and stages.
- e) Cover the evaluation criteria for the chosen medium.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THE UNIT

The evidence requirements cover all Outcomes and Performance Criteria for this Unit. The evidence requirements for this Unit are:

- ◆ a completed assessor observation checklist which records the contribution of the candidate to planning and implementation
- ◆ an evaluation of the production produced by the candidate under supervised, controlled conditions within a time limit of 30 Minutes. The evidence may be written, oral recorded, diagrammatic or word processed. The evaluation should be produced in response to a set of questions. Candidates are allowed to have production notes during this assessment.

At Access 3, the production should involve:

- ◆ a familiar topic
- ◆ the clear targeting of a familiar audience.

The National Assessment Bank item (NAB) for this Unit provides exemplification of the National Standard. Centres who wish to devise their own assessment should refer to the NAB to ensure a comparable standard.

National Unit Specification: support notes

UNIT Media Production (Access 3)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

The main focus of this Unit is on the contribution to a structured group production which involves the design of a media product with a specific, familiar audience in mind. Candidates should be given personal and practical experience of some of the issues which face media professionals, such as targeting an audience. The effectiveness of the candidate's contribution is more important than the polish of the finished product.

For further details about the content to be covered in this Unit, please refer to the Content Tables which follow. Candidates are not expected to know all the terminology; however, they should be able to use the correct terminology within the context of their particular tasks.

Productions chosen could be from a variety of media eg. advert, cartoon, dramatic production, news and/or current affairs, music, news paper, magazine or web page.

The brief should be on a familiar topic; it should specify the medium, purpose, familiar target audience, form, genre, length, deadline, institutional controls.

Research and planning should involve: topic research; plan of format; content; style; resources requirements; production stages and schedule; task allocation.

The evaluation should cover the criteria for the chosen medium as detailed in the content table.

Research and planning should involve:

- ◆ identification of sources
- ◆ topic research
- ◆ audience and product research
- ◆ identification of constraints
- ◆ plan of format
- ◆ content; style
- ◆ resources requirements
- ◆ production stages and schedule
- ◆ task allocation.

National Unit Specification: support notes (cont)

UNIT Media Studies: Production (Access 3)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should be introduced to the main stages involved in production in the chosen medium. Assessors and candidates should then collaborate in a series of collective production activities of gradually increasing complexity. The technical terms should not be taught as separate from production activities but should be used as an integral part of these activities.

The assessors should assist candidates to develop their planning, production and evaluation skills by offering suggestions, reminders, feedback and 'tricks of the trade' and by continuing to support candidates in terms of promoting understanding of the production process and encouraging effective teamwork. At Access 3, the role of the assessor is likely to be directive and interventionist. In other words, candidates will be expected to follow instructions and be given advice or technical help and the assessor will monitor progress and intervene as assessor to ensure completion of the production.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The recommended instruments of assessment for this Unit are: an observation checklist; an evaluation of the production. The National Assessment Bank item for this Unit provides an observation checklist and exemplification of the National Standard.

Throughout the Unit, individual candidate performance should be recorded by the assessor by means of an observation checklist. This should record the effectiveness of the individual to the planning and implementing of the media production.

Candidates should also be encouraged to take notes during the production process (this could be in the format of a logbook), both from their own point of view and that of the group. These details could then be used to form the basis of the evaluation response.

The evaluation process involves looking back at the production process and at the product. The evaluation should be supported by restricted response questions and should include consideration of the following, as appropriate to the medium:

- ◆ strengths and weaknesses of the production (is it good or bad, why? are the format and content appropriate to the target audience? how good is the product technically? how could the product be improved? how good were resources? did you meet deadlines?)
- ◆ strengths and weaknesses of performance in individual planning/implementation (did you complete your tasks? how well did you carry out your tasks?)
- ◆ strengths and weaknesses of own performance in group planning/implementation (did you work well with others? did you listen to others' ideas? did the group work well as a team?)
- ◆ what has been learned about media production technologies and stages (what were the main stages in the production? what hard/software was used at each stage? what are the effects of resources and deadlines on media production?)

The evaluation should last no longer than 30 minutes and should be conducted under controlled conditions.

National Unit Specification: support notes (cont)

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Candidates with Additional Support Needs

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).

National Unit Specification: support notes (cont)

UNIT Media Production (Access 3)

CONTENT FOR PRINT

Stages

- ◆ Planning and research
- ◆ layout design
- ◆ production of copy and images
- ◆ selection of copy and images
- ◆ editing and sub-editing
- ◆ production
- ◆ distribution
- ◆ debriefing
- ◆ evaluation.

Planning and Research

- ◆ category: purpose, medium, form, genre, target audience
- ◆ research into other products competing for the same market.
- ◆ people, places, events: ie. who, where, what, why, when
- ◆ identification of resources and constraints:
 - institutional: purpose, layout, number of pages, deadline, health and safety
 - technical: hardware, software, file backup
 - external: audience, representations
- ◆ identification of tasks: Certain tasks may combine technological and non-technological roles, e.g. a reporter might enter her/his copy and e-mail it
- ◆ identification of sources (where relevant): reporter, press agencies, press release, other media, reference materials (cuttings, encyclopedias, archives, Internet)
- ◆ remits and production schedule

Technical Terms

- ◆ hardware: microcomputer system, printer, digital camera, photocopier
- ◆ software: DTP, word processing, drawing, painting, type manipulation
- ◆ page formatting: size, orientation, margins, columns, grid, dummy
- ◆ text elements: masthead, headline, subhead, copy, caption
- ◆ character formatting: font (e.g. serif, sans serif, script, decorative), size, style (plain, italic, bold, underline), colour
- ◆ paragraph formatting: indentation, leading, alignment, line length
- ◆ graphic elements: photograph, mug shot, logo, diagram, box, rule, colour, cropping, white space

Use of Codes

- ◆ Use of technical and cultural codes and text and graphic content; their connotations
- ◆ Print product conventions
- ◆ News language

Evaluation Criteria

- ◆ brief
- ◆ legibility
- ◆ spelling and grammar
- ◆ variety

National Unit Specification: support notes (cont)

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- ◆ visual impact
- ◆ audience interest
- ◆ narrative
- ◆ representations

National Unit Specification: support notes (cont)

UNIT Media Production (Access 3)

CONTENT FOR AUDIO

Stages

- ◆ Planning and research
- ◆ scripting
- ◆ rehearsing
- ◆ recording
- ◆ editing
- ◆ broadcasting
- ◆ debriefing
- ◆ evaluation.

Planning and Research

- ◆ category: purpose, medium, form, genre, target audience
- ◆ people, places and events; i.e. who, what, why, where, when
- ◆ competition research
- ◆ identification of resources and constraints:
 - internal: purpose, deadline, health and safety
 - technical: location, live, pre-recorded, tape editing, sound effects
 - external: audience interest, representation
- ◆ identification of roles and remits: non-technological (reporter, scriptwriter, interviewer, interviewee, performer, presenter); technological (location recorder, sound engineer, editor). Roles may be both technological and non-technological, eg, location interviewing
- ◆ identification of sources (where relevant): reporter, interview, vox pop, news sources, other media, reference materials (encyclopedias, archives, Internet), recordings of sound effects, music and interviews
- ◆ remits and production schedule

Technical Terms

- ◆ hardware: cassette recorder, reel-to-reel recorder, microphones, editor
- ◆ software: word processor
- ◆ words: appropriateness to genre and audience
- ◆ voice: accent, speed, volume, delivery
- ◆ music: station/programme jingles, links, mood music
- ◆ sounds: sound effects, silence
- ◆ script: voice piece, interview, dialogue, sound effects, links
- ◆ recording: location, live, pre-recorded
- ◆ edits: dub edits

Use of Codes

- ◆ Words and sounds; their connotations
- ◆ Audio product conventions
- ◆ Radio language

Evaluation Criteria

- ◆ Brief, recording quality
- ◆ editing, variety
- ◆ audience interest

National Unit Specification: support notes (cont)

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- ◆ use of words
- ◆ voice, music
- ◆ sound effects and transitions
- ◆ narrative
- ◆ representations

National Unit Specification: support notes (cont)

UNIT Media Production (Access 3)

CONTENT FOR VIDEO

Stages

- ◆ Planning and research
- ◆ treatment
- ◆ script
- ◆ storyboard
- ◆ rehearsing
- ◆ shooting
- ◆ editing
- ◆ sound dubbing
- ◆ screening
- ◆ debriefing
- ◆ evaluation

Planning and Research

- ◆ category: purpose, medium, form, genre, target audience
- ◆ people, places, events: ie who, where, what, why, when
- ◆ identification of resources and constraints:
 - internal: purpose, deadline, health and safety
 - technical: available hardware and software
 - external: legal and voluntary controls
- ◆ identification of roles: non-technological (scriptwriter, performer, storyboard artist); technological (director, camera operator, sound recordist, editor)
- ◆ identification of sources (where relevant): reporter, press agency, press release, other media, reference materials (encyclopedias, archives, Internet)
- ◆ remits and production schedule

Technical Terms

- ◆ hardware: video cameras, tripod, lighting, microphones, video editing suite, microcomputer system, printer
- ◆ software: word processor
- ◆ set, props, costume, performance
- ◆ lighting: high-key, low-key
- ◆ framing: shot distance (LS, MS, MCU, CU) establishing shot
- ◆ angle: straight, high, low
- ◆ editing: cut, shot length
- ◆ camera movement: pan, tilt, track
- ◆ sound: speech, music, sound effects
- ◆ titles: opening titles, end titles, font (e.g. serif, sans serif, script, decorative), size, style, colour

Use of Codes

- ◆ Text, images, sounds and music; their connotations
- ◆ Genre conventions and style

National Unit Specification: support notes (cont)

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Evaluation Criteria

- ◆ Brief, titling
- ◆ mise-en-scene
- ◆ quality of camerawork
- ◆ sound, editing
- ◆ audience interest
- ◆ narrative
- ◆ representations

National Unit Specification: support notes (cont)

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CONTENT FOR COMPUTER ANIMATION

Stages

- ◆ Planning (e.g. action first or sound)
- ◆ treatment
- ◆ script
- ◆ storyboard
- ◆ creation of characters
- ◆ backgrounds
- ◆ titles
- ◆ sound dubbing
- ◆ screening
- ◆ debriefing
- ◆ evaluation.

Planning and Research

- ◆ category: purpose, medium, form, genre, target audience
- ◆ people, places and events: ie who, where, what, why, when
- ◆ identification of resources and constraints:
 - internal: purpose, deadline, health and safety
 - technical: available hardware and software, file backup
 - external: audience interest, representation issues
- ◆ identification of roles: non-technological (director, scriptwriter, storyboard artist); technological (animator, artist, sound recordist). Certain roles may combine technological and non-technological roles, e.g. the storywriter might also record the soundtrack
- ◆ identification of sources, e.g. clip art, study of real-life movement
- ◆ remits and production schedule

Technical Terms

- ◆ hardware: microcomputer systems, printer, microphones
- ◆ software: painting, animation, sound recording, type manipulation, CD-ROM clip art collections
- ◆ character: key positions, in-betweens, cycles
- ◆ settings: background
- ◆ actions: head-turn, walk, special effects
- ◆ framing: shot distance (LS, MS, CU), establishing shot
- ◆ editing: cut, dissolve, fade in, fade out, standard wipes
- ◆ sound: speech, music, sound effects
- ◆ titles: opening titles, end titles, font (e.g. serif, sans serif, script, decorative), size, style, colour, animated

Use of Codes

- ◆ Technical and cultural codes
- ◆ text, images
- ◆ words
- ◆ sounds and music; their connotations
- ◆ Animation conventions and style.

National Unit Specification: support notes (cont)

UNIT Media Production (Access 3)

Evaluation Criteria

- ◆ Brief
- ◆ titling
- ◆ characters
- ◆ setting
- ◆ quality of animation
- ◆ sound
- ◆ editing
- ◆ special effects
- ◆ audience interest
- ◆ narrative
- ◆ representations.