

Edexcel BTEC Level 4 HNC in Creative Media Production (TV & Radio)

Contents – Course Specifications

Course Specifications (You have two compulsory units, the remainder of your qualification will be made up with a mixture of the specific unit areas. Total credit requirements = 120)				
Units	Subject – Open Hyperlink to view	Level	Credits	Pages
Compulsory Units				
Unit 1	Contextual Studies for Creative Media Production	4	15	1 – 4
Unit 2	Research Techniques for Creative Media Production	4	15	5 - 9
Unit 5	Practical Skills for Radio Production	4	15	10 - 13
Unit 7	Practical Skills for Journalism	4	15	14 - 17
Unit 20	Radio Magazine Programme	4	15	18 - 21
Unit 32	Promotional Video Production	4	15	22 - 25
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Should you wish there could be an opportunity to add additional themed units within the following specific pathways:

- Radio
- Moving Image
- Journalism

Unit 1: Contextual Studies for Creative Media Production

Unit code: [R/601/8242](#)

QCF Level: 4

Credit value: 15

- **Aim**

This unit aims to develop learners' understanding of theoretical approaches to media production in order to inform their own practice and set it within a wider context.

- **Unit abstract**

This unit provides an opportunity for learners to undertake a study of the creative media in a chosen context. The unit will develop an appreciation of industry, products and audiences and the theoretical approaches used to analyse them.

The unit requires the application of academic research and referencing methods which are appropriate for learners at this level of study.

On completing this unit learners will have gained an understanding of general media theory which can then be applied and expanded upon in the specialist area of study or transferred to the wider context of the work environment to inform their own production work.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand the institutional context of creative media production and its influence on production
- 2 Understand creative media products in the context of their reception
- 3 Be able to present research on the production and reception of creative media products following relevant conventions.

1 Understand the institutional context of creative media production and its influence on production

Sector industries: film; television; radio; publishing; audio recording, eg music, audio books, audio guides; interactive media; computer games; emerging industries, eg cross-platform

Control: corporate control; access to distribution; international distribution; sources of income; regulation; legal constraints; self-imposed controls

Distribution models: cinema (Hollywood, Bollywood, world cinema, mainstream, independent); multiplex and art house cinema; broadcast television (public service, network, free to air, subscription, analogue, digital); radio (national, regional, local, restricted service licence, closed environment, digital audio broadcast, analogue); print (national press, local press, magazines); music (major labels, independent labels, retail, download); new media (internet, mobile); computer games industry (gaming on demand (GoD), electronic software distribution (ESD), game publishing, retail); global and local distribution; language communities

Marketing: corporate and brand identity; single and cross-platform advertising; viral; sponsorship; product placement; impact assessment, eg sales figures, ratings, circulation figures, number of hits, consumer awareness

2 Understand creative media products in the context of their reception

Products: films; television programmes; radio programmes; newspapers; magazines; books; recorded music; recorded speech; websites; computer games; emerging industries' products

Reception: theoretical approaches to content, eg structuralism, semiotics, content analysis, representation, genre theory, narrative theory, discourse analysis, ideology; theoretical approaches to audiences, eg reception theory, uses and gratifications, active or passive, fan culture, ethnography, effects debates, post modernism

3 Be able to present research on the production and reception of creative media products following relevant conventions

Research: focus, eg topic, texts, institutions, events; research, eg primary, secondary, quantitative, qualitative; sources, eg libraries, archives, internet; literature review; research trail; plagiarism

Presentation: format eg, essay, formal presentation, seminar group, report, viva voce; content; structure; language, eg clarity, grammar, syntax, spelling, punctuation

Conventions: structure of content, eg abstract, table of contents, summary, introduction, conclusion, chapters, numbered paragraphs, tables, graphics, indexing; citation; quotation; footnotes; terminology, eg op.cit., idem, ibid; referencing, eg Harvard, Modern Languages Association (MLA), Modern Humanities Research Association

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the institutional context of creative media production and its influence on production	1.1 critically review the institutional context of the creative media and evaluate its influence on production
LO2 Understand creative media products in the context of their reception	2.1 analyse the reception of creative media products
LO3 Be able to present research on the production and reception of creative media products following relevant conventions.	3.1 present research on the production and reception of creative media products clearly 3.2 correctly follow relevant conventions for presenting research outcomes.

Recommended Reading List

ISBN 978-0333960950	Bertrand I and Hughes P	2004	Media Research Methods: Audiences, Institutions, Texts	Palgrave Macmillan
ISBN 978 0415243889	Emm A	2001	Researching for Television and Radio	Routledge
ISBN 978-0240805146	DiZazzo R	2003	Corporate Media Production, 2nd Edition	Focal Press
ISBN 978-0240515991	Block P	2001	Managing in the Media	Focal Press

Learning Time (1 credit = 15 hours)

<p>Scheduled contact hours:</p> <p>Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits, work-based learning where integrated into a structured academic programme</p>	lectures	5
	seminars	
	supervised practical sessions	15
	tutorials	5
	formative assessment	5
	other scheduled time	
<p>Guided independent study</p> <p>Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision</p>	Independent coursework	80
	Independent laboratory work	
	other non-scheduled time	40
Placements (including work placement and year abroad)		0
Total hours ('Should be equal to credit x 15')		150

Unit 2: Research Techniques for Creative Media Production

Unit code: [K/601/8327](#)

QCF Level: 4

Credit value: 15

- Aim

This unit aims to develop learners' skills in using the research techniques employed by professionals working in creative media production.

- Unit abstract

This unit will develop learners' ability to use the research techniques required in the media industries and will provide them with the opportunity to develop production research skills to a professional level. Production research is crucial to all media products and is, in career terms, a key role in film, television and radio production teams, computer game design teams, and journalism.

Learners will develop an understanding of the various types of research and sources of information. They will develop the ability to check the validity and accuracy of information and will also develop an understanding of legal issues such as copyright.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Be able to apply research methods and procedures in creative media production contexts
- 2 Be able to ensure the accuracy and validity of research material
- 3 Be able to present research outcomes with due compliance
- 4 Be able to evaluate research processes and outcomes.

1 Be able to apply research methods and procedures in creative media production contexts

Resources: internet, eg search methods, search engines; libraries, eg catalogues, inter-library loan, borrowing, reference only, microfiches, cuttings libraries, photographic and image libraries, stock shot libraries; archives, eg public records offices, broadcasters' archives, newspaper archives, film archives; private collections

Primary sources: interviews (face-to-face, over the telephone, by correspondence, by email); questionnaires; surveys; focus groups; information leaflets from source; own sources, eg notes, video or tape recording of live events, contacts list; diaries; observation; recces

Secondary sources: text-based, eg books, trade magazines, journals, newspapers, websites, published research; visual, eg photographs, paintings, film stock; audio, eg radio interviews, radio news broadcasts, documentaries, archived audio recordings; digital, eg CDROMs, databases

Procedures: note taking; collation of results and materials; cross-referencing materials; graphics; tables; ethical considerations, eg off the record, breach of confidence, protecting sources, moral issues, privacy, public interest, cheque book journalism

Production contexts: eg broadcast journalism, print and electronic articles and features, drama production, documentary production, computer game story development, website production, speech packages, contributors to programmes, presenter and producer notes, location recces reports

2 Be able to ensure the accuracy and validity of research material

Accuracy: cross-checking of source; multiple sources; procedural codes, eg BBC producer's guidelines, NUJ code of conduct; regulation, eg Press Complaints Commission, Ofcom, BSC, ITC

Validity: reliability of sources; validity of interpretations

3 Be able to present research outcomes with due compliance

Preparation of materials: suitable formats for production and post-production; photographs and archive material to correct format

Presentation format: format appropriate to production, eg written, oral, digital; format appropriate to audience; use of appropriate media

Referencing: appropriate to sources, eg books, journals, internet; methods of referencing, eg Harvard method, Modern Languages Association (MLA); citation; quotation; accreditation; acknowledgements; credits

Compliance: legal considerations, eg defamation, slander, libel, justification, fair comment, privilege, sub judice, contempt of court, differences in national laws, Official Secrets Act, Defence Advisory Notes (D notices); copyright (licences to use material, duration of copyright, in public domain, photocopying, internet, disclaimers, originality, plagiarism, intellectual integrity); royalty collection agencies, eg PRS, MCPS, ALCS; on-screen credits; permissions, eg release forms, filming permissions, theatrical agents, specialist agencies, auditions, contracts

4 **Be able to evaluate research processes and outcomes**

Process: strengths and weaknesses of the research methods used; validity; reliability; alternative routes to the same information; logistics; recommendations for the future

Outcomes: accuracy; fitness for purpose; ethical issues; feedback, eg audience, client, tutors, peers; recommendations for the future

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Be able to apply research methods and procedures in creative media production contexts	1.1 apply research methods and procedures in a media production context to gather well focused and useful material
LO2 Be able to ensure the accuracy and validity of research material	2.1 apply correct procedures for collection of accurate data 2.2 justify validity of data
LO3 Be able to present research outcomes with due compliance	3.1 use an agreed format to present the outcomes of the research clearly to an audience 3.2 reference material and quotations accurately in a bibliography and credit list 3.3 demonstrate due compliance in all aspects of the research conducted
LO4 Be able to evaluate research processes and outcomes.	4.1 evaluate the strengths and weaknesses of the research process 4.2 evaluate the strengths and weaknesses of the research outcomes 4.3 critically assess areas for further consideration and make recommendations.

Recommended Reading List

ISBN 978-0333960950	Bertrand I and Hughes P	2004	Media Research Methods: Audiences, Institutions, Texts	Palgrave Macmillan
ISBN 978 0415243889	Emm A	2001	Researching for Television and Radio	Routledge
ISBN 978-0240805146	DiZazzo R	2003	Corporate Media Production, 2nd Edition	Focal Press
ISBN 978-0240515991	Block P	2001	Managing in the Media	Focal Press

<p>Scheduled contact hours:</p> <p>Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits, work-based learning where integrated into a structured academic programme</p>	lectures	5
	seminars	
	supervised practical sessions	10
	tutorials	10
	formative assessment	5
	other scheduled time	
<p>Guided independent study</p> <p>Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision</p>	Independent coursework	80
	Independent laboratory work	
	other non-scheduled time	40
Placements (including work placement and year abroad)		
Total hours ('Should be equal to credit x 15')		150

Unit 5: Practical Skills for Radio Production

Unit code: [T/601/8573](#)

QCF Level: 4

Credit value: 15

- Aim

This unit aims to develop learners' understanding of the range of audio techniques, technology, recording and technical production practice currently obtaining in the radio industry.

- Unit abstract

Working in any technical role in the radio industry demands a professional understanding of audio principles and operational practices in the use of audio recording and editing equipment. Learners will experiment with recording environments, research and evaluate microphones and their specific uses, and develop their skills in audio recording. They will learn about production equipment and principles, including health and safety requirements in the audio recording environment. This will then inform learners' practical application of recording and production techniques and procedures.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand audio techniques and technology
- 2 Be able to capture live and pre-recorded audio content
- 3 Be able to use sound production techniques
- 4 Be able to follow sound production procedures.

1 **Understand audio techniques and technology**

Acoustics: interior locations (surface types and properties; artificial; reverberation; acoustic treatment); exterior locations; background noise

Microphone types and characteristics: construction, eg dynamic, capacitor, condenser, ribbon; polar response patterns, eg omni-directional, uni-directional, cardioid, hyper-cardioid; radio microphones

Recording and editing equipment: studio-based hard disc workstation, eg PC, MAC; software applications, eg PROTOOLS, Audiodesk, Adobe Audition; digital interfaces, eg MOTU; portable audio recorders, eg SD card, flash card

Digital recording principles: analogue to digital conversion (ADC); binary code; sampling rates; bit resolution; quantising; digital formats, eg WAV, AIF; pulse code modulation (PCM); compression

2 **Be able to capture live and pre-recorded audio content**

Atmosphere: as actuality; relevance; evocative; eliminating unwanted noise

Microphone techniques: stand mounted; boom, eg rifle; handheld; tie-clip; techniques (stereo coincident pair, individual, close-miking); handling noise ('rattle'); care of cables; rigging

Monitoring: level setting; during recording; in live recordings (using volume unit (VU) meters, using peak programme meters (PPMs), headphones)

Health and safety: current and relevant legislation; equipment handling; production environment, eg self, production staff, talent

3 **Be able to use sound production techniques**

Equipment: operation of portable recorders; operation of edit workstations; care of equipment (recorders, workstations, routine maintenance, software upgrades)

Editing: for relevance; for time constraints; without changing context; for unwanted material

Mixing and balancing: with ambient sounds using microphone; through mixing desk; live and recorded sources; multi-track digital systems

Health and safety: current and relevant legislation; equipment handling; production environment, eg self, production staff, talent

4 **Be able to follow sound production procedures**

Documentation: scripts; schedules; call sheets; risk assessments

Liaison: equipment booking; studio booking; with client; locations (with appropriate authorities, with site owners, with production crew)

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand audio techniques and technology	1.1 critically assess audio technology in relation to recording and production requirements
LO2 Be able to capture live and pre-recorded audio content	2.1 capture live audio working to a standard acceptable to an employer or client 2.2 capture audio for pre-recorded content working to a standard acceptable to an employer or client 2.3 follow health and safety guidelines correctly to ensure health and safety of self and others
LO3 Be able to use sound production techniques	3.1 operate portable and fixed audio recording equipment working to a standard acceptable to an employer or client 3.2 operate post-production equipment working to a standard acceptable to an employer or client 3.3 follow health and safety guidelines correctly to ensure health and safety of self and others
LO4 Be able to follow sound production procedures.	4.1 maintain records of production process effectively using correct documentation 4.2 liaise effectively with all relevant individuals throughout the audio production process.

Recommended Reading List

ISBN 978-0415445085	Fleming C	2009	The Radio Handbook, 8th Edition	Routledge
ISBN 978 0415365727	Beaman J	2006	Programme Making for Radio	Routledge
ISBN 978-0240515717	Boyd, A	2000	Broadcast Journalism: Techniques of Radio and TV News, 5th Edition	Focal press

Learning Time (1 credit = 15 hours)

<p>Scheduled contact hours:</p> <p>Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits, work-based learning where integrated into a structured academic programme</p>	lectures	5
	seminars	5
	supervised practical sessions	10
	tutorials	5
	formative assessment	5
	other scheduled time	
<p>Guided independent study</p> <p>Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision</p>	Independent coursework	100
	Independent laboratory work	
	other non-scheduled time	20
Placements (including work placement and year abroad)		
Total hours ('Should be equal to credit x 15')		150

Unit 7: Practical Skills for Journalism

Unit code: [K/601/8828](#)

QCF Level: 4

Credit value: 15

- Aim

This unit aims to develop learners' abilities to research and produce comprehensible and accurate stories which will enable them to operate professionally in the current journalistic environment.

- Unit abstract

Producing journalistic reports can be a very demanding job. Journalists often have to work to very tight deadlines and need to ensure that the words they use are clear and effective in getting the right message across to the target audience. Their stories must also follow the industry recognised codes relating to grammar, law and ethics.

Accurate research using responsible news gathering methods is fundamental. Journalists must be clear about the purpose and format of their stories. Understanding their various audiences is also vital to the journalist's job. All this will influence the choice of words, the style and the structure of their reports.

This unit will equip learners with the professional knowledge and skills needed to gather information from both primary and secondary sources, and then to use this information to produce material for publication or broadcast to professional expectations. Learners will also develop their understanding of the responsibilities and obligations of working in the industry.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the legal, ethical and professional responsibilities of journalists
- 2 Be able to gather, evaluate and record material for news stories
- 3 Be able to use language in journalistic contexts
- 4 Be able to edit news stories.

1 **Understand the legal, ethical and professional responsibilities of journalists**

Legal: race relations law; discrimination law; defamation law; contempt; copyright; Official Secrets Act

Ethical: treatment of sensitive topics (minorities, religious groups, victims, children and young persons, children in sex cases, victims of sexual assault, hospitals); privacy; intrusion; harassment; right of reply; using clandestine devices; undercover reporting; payments to criminals; chequebook journalism; talking to terrorists; Press Complaints Commission Editors' Code of Practice

Professional: objectivity; accuracy; truth, fairness; balance; confidentiality; protection of sources

2 **Be able to gather, evaluate and record material for news stories**

Gather: primary sources, eg contacts, interviews, personal observation, questionnaires; secondary sources, eg books, articles, print clippings, libraries, archives, audio-visual sources, internet; background

Evaluate: validate sources; cross-check; analyse; collate; interpret

Record: direct observations; interviews; background material; in hand-written notes; by audio recording; by video camera; by still camera

3 **Be able to use language in journalistic contexts**

Appropriate language: rules of written language (grammar, syntax, spelling, punctuation); spoken language (grammar, syntax, diction, pronunciation, dialect); specific to format (print, broadcast, internet)

Fluent language: presentation of information; clear argument; economy; ease of understanding; awareness of audience

Effective language: use of language for specific purposes, eg polemic, humour; according to audience, eg age, gender, interest; medium (print, broadcast, internet)

Context: for print; for broadcast; for internet

4 **Be able to edit news stories**

Edit: for print or internet (sub-editing, re-writing, font size, line spacing, margins, gutters, paragraphing, punctuation of copy, punctuation of quotes, headlines, sub-headings); for broadcast (cues, voiceovers, link writing, editing); to deadline; to length; to house styles

Check: proofreading (clarity, vocabulary, grammar, syntax, spelling, punctuation); professional check (legal, ethical); technical quality; aesthetic quality

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the legal, ethical and professional responsibilities of journalists	1.1 critically review the legal responsibilities of journalists 1.2 critically review the ethical responsibilities of journalists 1.3 critically review the professional responsibilities of journalists
LO2 Be able to gather, evaluate and record material for news stories	2.1 effectively gather, evaluate and record material for news stories from varied appropriate sources
LO3 Be able to use language in journalistic contexts	3.1 use appropriate, fluent and effective language in a variety of journalistic contexts working to a standard acceptable to an employer or client
LO4 Be able to edit news stories.	4.1 edit material in a variety of formats to produce news stories working to a standard acceptable to an employer or client 4.2 check and revise news stories before submission working to a standard acceptable to an employer or client.

Recommended Reading List

ISBN 978-0240515717	Boyd, A	2000	Broadcast Journalism: Techniques of Radio and TV News, 5th Edition	Focal press
ISBN 978-0240519265	Chantler P and Stewart P	2003		Basic Radio Journalism
ISBN 978-0415477758	Adams S	2009	Interviewing for Journalists	Routledge
ISBN 978-0712664479	Evans H	2000	Essential English for Journalists, Editors and Writers	Pimlico

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits, work-based learning where integrated into a structured academic programme	lectures	10
	seminars	5
	supervised practical sessions	10
	tutorials	
	formative assessment	5
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	90
	Independent laboratory work	
	other non-scheduled time	30
Placements (including work placement and year abroad)		
Total hours ('Should be equal to credit x 15')		150

Unit 20: Radio Magazine Programme Production

Unit code: [F/601/8897](#)

QCF Level: 4

Credit value: 15

- Aim

The unit aims to develop learners' understanding of radio magazine programmes and to provide the skills necessary to produce and present magazine programming to a broadcast standard.

- Unit abstract

Radio magazine programmes broadcast a variety of material from news and current affairs to popular entertainment and special interest subjects.

This unit addresses the content and style of magazine programming with relation to the specific station, its target audience and licensing remit, and provides the opportunity for learners to produce content for magazine programmes and present it within a broadcast programme.

Learners will develop skills in researching content and planning production. They will work with guests and contributors, manage audience interaction, and use audio editing hardware and software to produce audio packages for broadcast. Learners will be required to review and critically evaluate their production and presentation output.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the format and content of radio magazine programmes
- 2 Be able to devise and plan production for radio magazine programmes within specific station schedules
- 3 Be able to produce and broadcast radio magazine programmes
- 4 Be able to reflect on own radio magazine programme work.

1 **Understand the format and content of radio magazine programmes**

Format: genre, eg extended news programme, infotainment, consumer, arts, discussion, sports; scope, eg national, regional, local, community, online

Content: structure, eg interviews, individual features, studio guests, pre-recorded packages; subject, eg current affairs, human interest, local interest, awareness raising

2 **Be able to devise and plan production for radio magazine programmes within specific station schedules**

Devise: subject, eg news, consumer, sports, culture; format, eg sequenced packages, audience debate, listener contribution; scheduling, eg weekly, daily; target audience; research, eg press releases, online, other broadcasters, spokespersons, experts; technical, eg remote studio, broadband, satellite feeds, RSS feeds, news aggregator; listener interaction, eg emails, blogs, texts, phone-ins

Personnel: presentation, eg studio presenter, news reader, contributors, guests; production, eg editor, researcher, producer, phone operator, online editor

Planning: content, eg third party audio content, library content, interviews, vox pops; selection of material; verification of material; clearances; sequence of material; production scheduling; promotional information; trailers; publicity; equipment

Scheduling: station schedule; audience expectations, eg target audience, listening figures, listener contribution; broadcasting codes

3 **Be able to produce and broadcast radio magazine programmes**

Studio: automation systems, eg scheduling software, news feed readers; audio hardware; studio discipline; health and safety; roles, eg presenter, self-op, technical support, production assistant

Scripts and cue material: schedule cues; scripted links and questions; running order; audio editing software

Record and edit: interviews, eg recorded on location, telephone, ISDN, studio; narration; voiceover; music beds; editing, eg selection of clips, audio processing, mixing, required duration

Broadcast: listener interaction, eg phone-ins, blogs, texts, emails; guests; contributors; automation software; phone links, ISDN links; presentation, eg tone, pace, personality

4 **Be able to reflect on own radio magazine programme work**

Feedback: audience response; listener participation; peer and station management review

Finished product: presentation, eg pace, style, tone, relationship to listener, running to time, rapport with guests and contributors; technical quality; adherence to station policy (editorial, legal, ethical); meeting audience expectations

Production skills: technical competence (production techniques, scheduling technology); workflow and time management; teamworking

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the format and content of radio magazine programmes	1.1 critically review examples of radio magazine programmes in terms of the relationship of their content and format
LO2 Be able to devise and plan production for radio magazine programmes within specific station schedules	2.1 devise a radio magazine programme that fits a specific station schedule 2.2 plan production for a radio magazine programme within a specific station schedule working to a standard acceptable to an employer or client
LO3 Be able to produce and broadcast radio magazine programmes	3.1 create broadcast content from appropriate recorded and edited material for a radio magazine programme working to a standard acceptable to an employer or client 3.2 produce a radio magazine programme working to a standard acceptable to an employer or client 3.3 broadcast a radio magazine programme working to a standard acceptable to an employer or client
LO4 Be able to reflect on own radio magazine programme work.	4.1 critically evaluate own radio magazine programme against agreed criteria and make recommendations for improvements 4.2 critically evaluate own production skills against agreed criteria and make recommendations for improvements.

Recommended Reading List

ISBN 978-0415445085	Fleming C	2009	The Radio Handbook, 8th Edition	Routledge
ISBN 978 0415365727	Beaman J	2006	Programme Making for Radio	Routledge
ISBN 978-0240515717	Boyd, A	2000	Broadcast Journalism: Techniques of Radio and TV News, 5th Edition	Focal press

Learning Time (1 credit = 15 hours)

<p>Scheduled contact hours:</p> <p>Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits, work-based learning where integrated into a structured academic programme</p>	lectures	5
	seminars	
	supervised practical sessions	15
	tutorials	5
	formative assessment	5
	other scheduled time	
<p>Guided independent study</p> <p>Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision</p>	Independent coursework	50
	Independent laboratory work	
	other non-scheduled time	
Placements (including work placement and year abroad)		70
Total hours ('Should be equal to credit x 15')		150

Unit 32: Promotional Video Production

Unit code: [A/601/8784](#)

QCF Level: 4

Credit value: 15

- **Aim**

This unit aims to provide learners with an understanding of professional practice relevant to promotional video production, and the skills required to plan and produce promotional videos.

- **Unit abstract**

Promotional video production is a large part of the media sector. It represents a major source of income for the moving image sector.

In this unit learners will investigate the codes and conventions as well as the professional practice relevant to promotional video production. This will inform their planning of a promotional video production.

Learners will liaise with a client, considering the client's requirements for the productions as well as identifying the needs of the target audience. They will plan for the production using skills in managing logistics, gathering resources, and risk assessment.

They will develop skills in production and post-production techniques as well as in managing the production process.

Learners will critically review their work, reflecting on the skills they have developed and the achievement of their objectives.

- **Learning outcomes**

On successful completion of this unit a learner will:

- 1 Understand codes, conventions and current practices in promotional video production
- 2 Be able to plan promotional video productions
- 3 Be able to produce promotional video productions
- 4 Be able to reflect on own promotional video production work.

1 Understand codes, conventions and current practices in promotional video production

Codes and conventions: style, eg informational, pastiche, homage, parody, surreal, montage, talking heads, documentary; content; form, eg promos, training, music, information and sales

Current practice: equipment; mediums, eg film, video, animation; techniques, eg recording, editing, effects; formats, eg file type, file size, compression; storage, eg files, disks, tapes

2 Be able to plan promotional video productions

Client liaison: purpose; content; style; budget; audience needs

Development: content; style; proposal; pitch; treatment; budget; script; storyboard; shooting scripts; scheduling, eg logistics, talent, contingency; resources, eg locations, studio, props, equipment

Health and safety: carrying; lifting; electrical equipment; working on screens; studio safety; location safety; risk assessments; current legislation

Legal and ethical issues: copyright; privacy; libel; permissions to film; intellectual property rights (IPR); Performing Rights Society (PRS); representation, eg race, gender, age, disability

3 Be able to produce promotional video productions

Production: techniques, eg single camera, multi-camera, sound and music dubs, studio, location, performance, staged, lip sync; formats; management, eg allocate roles and responsibilities, communicate with the client and the team, manage a budget, control logistics

Post-production: gather material; log material; edit, eg rough cut, final edit; effects, eg sound, graphics, transitions; export, eg file type, file size

4 Be able to reflect on own promotional video production work

Finished product: technical quality; aesthetic quality; suitability for purpose; meeting deadline; client feedback; audience feedback

Production skills: technical competence; workflow and time management; teamworking

Format: eg oral presentation, written report, action plan

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand codes, conventions and current practices in promotional video production	1.1 analyse the application of the codes and conventions of promotional video production in examples of past and current practice
LO2 Be able to plan promotional video productions	2.1 complete pre-production for a promotional video working to a standard acceptable to an employer or client 2.2 ensure compliance with relevant legal, ethical, and health and safety requirements
LO3 Be able to produce promotional video productions	3.1 complete production work working to a standard acceptable to an employer or client 3.2 complete post-production work working to a standard acceptable to an employer or client
LO4 Be able to reflect on own promotional video production work.	4.1 critically evaluate own finished product against agreed criteria and make recommendations for improvements 4.2 critically evaluate own production skills against agreed criteria and make recommendations for improvements.

Recommended Reading List

ISBN 978-0826479884	Jones C and Joliffe G	2006	The Guerilla Film Makers Handbook, 3rd Edition	Continuum
ISBN 978-0240807652	Dancyger K	2006	The Technique of Film and Video Editing: History, Theory, and Practice, 4th Edition	Focal Press
ISBN 978-0240515038	Jarvis P	1998	The Essential TV Director's Handbook	Focal Press

Learning Time (1 credit = 15 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits, work-based learning where integrated into a structured academic programme	lectures	
	seminars	5
	supervised practical sessions	10
	tutorials	5
	formative assessment	5
	other scheduled time	5
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	40
	Independent laboratory work	
	other non-scheduled time	10
Placements (including work placement and year abroad)		70
Total hours ('Should be equal to credit x 15')		150

Unit 34: Television Studio Production

Unit code: [J/601/8786](#)

QCF Level: 4

Credit value: 15

- Aim

This unit aims to develop learners' understanding of studio-based multi-camera production and provide them with the skills needed to work in a television studio.

- Unit abstract

Through following this unit learners will develop their understanding of and skills in television studio operations and production. Learners will look at a range of studio-based programmes to analyse their structures and see how these programmes have used the techniques of studio production. Working in teams, learners will develop technical and communication skills enabling them to produce a short, studio-based programme to a professional standard.

Learners will review their own and their team's work in terms of its achievement of intentions, technical and aesthetic qualities.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand types of studio-based television programme
- 2 Be able to contribute to the planning for a studio-based television programme
- 3 Be able to undertake operational roles in studio-based television production
- 4 Be able to evaluate own television studio production work.

1 Understand types of studio-based television programme

Types: fiction, eg drama, sitcom, soap opera; factual, eg news, current affairs, magazine, live debate shows; light entertainment, eg quiz shows, game shows, variety

Structure: content; sequences; pace; flow; continuity

Advantages: control of sound; control of lighting; control of set; control of audience; proximity of management facilities; proximity of production facilities; proximity of on-site facilities; controlled entry; security; health and safety; budget controllability; low transport cost

2 Be able to contribute to the planning for a studio-based television programme

Plan: ideas generation; book resources; organise materials; locate props; arrange props on set; audition talent; arrange live links; arrange pre-recorded material; devise graphics; identify music links; write scripts, intros and links

Rehearsal: camera and technical rehearsal; dress rehearsal

3 Be able to undertake operational roles in studio-based television production

Roles: researcher; director; producer; production assistant; floor manager; camera operator; vision mixer; sound editor; lighting director

Operational communication: production meetings; taking part in discussions; taking direction; camera shooting script; running order cards; cue-cards

Production: recording to script; monitoring recording levels; lighting and sound cues; floor management; vision mixing; appropriate formats; management, eg allocating roles and responsibilities, communicating with the team, managing a budget, controlling logistics

4 Be able to evaluate own television studio production work

Finished product: technical quality; aesthetic quality; suitability for purpose; compared with production specification; own contribution to production; team's contribution; audience feedback

Production skills: technical competence; workflow and time management; production management; teamworking

Reporting format: eg oral presentation, written report, action plan

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand types of studio-based television programme	1.1 analyse content and structure of examples of studio-based programmes
LO2 Be able to contribute to the planning for production of a studio-based television programme	2.1 contribute to planning for a studio-based production working to a standard acceptable to an employer or client 2.2 undertake a role in rehearsals for a studio-based production working to a standard acceptable to an employer or client
LO3 Be able to undertake operational roles in studio-based television production	3.1 undertake different operational roles in at least three studio-based productions working to a standard acceptable to an employer or client 3.2 communicate clearly with others in the studio
LO4 Be able to evaluate own television studio production work.	4.1 critically evaluate own finished product against agreed criteria and make recommendations for improvements 4.2 critically evaluate own production skills against agreed criteria and make recommendations for improvements.

Recommended Reading List

ISBN 978-0240514154	Gates R	1995	Production Management for Film and Video –, 2nd Edition	Focal Press
ISBN 978-0240515977	Millerson G	1992	Video Production Handbook	Focal Press

Learning Time (1 credit = 15 hours)

<p>Scheduled contact hours:</p> <p>Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work, fieldwork, external visits, work-based learning where integrated into a structured academic programme</p>	lectures	5
	seminars	5
	supervised practical sessions	15
	tutorials	
	formative assessment	5
	other scheduled time	
<p>Guided independent study</p> <p>Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision</p>	Independent coursework	40
	Independent laboratory work	
	other non-scheduled time	10
Placements (including work placement and year abroad)		70
Total hours ('Should be equal to credit x 15')		150

Unit 44: Law for Journalists

Unit code: [R/601/8340](#)

QCF Level: 4

Credit value: 15

- Aim

This unit aims to give learners a thorough understanding of the law as it relates to modern professional journalistic practice.

- Unit abstract

To work effectively, journalists must understand the legal framework of the country in which they operate.

In this unit, students will cover journalists' rights and obligations under the law, the court structure in the specific region in which they are working, court reporting, contempt of court, defamation and privacy legislation.

Learners must understand that media law is directly connected with the other subjects on the journalism curriculum. Law should be, as far as possible, directly connected with the other subjects on the journalism curriculum so that learners will be able to see it as a cross-curricular subject relevant to their total learning experience.

- Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand the legal framework
- 2 Understand law as it applies to journalistic practice
- 3 Understand constraints on court reporting
- 4 Be able to cover court stories.

1 Understand the legal framework

Sources of law: custom; precedent; statute

Divisions of law: criminal; civil

Court structure: criminal (magistrates' court, crown court, court of appeal, supreme court); civil (county court, high court, court of appeal, supreme court); tribunals; coroner's court

Procedures: criminal cases (arrest, conviction, sentencing, appeal); civil cases (issue of writ, finding, appeal)

2 Understand law as it applies to journalistic practice

Defamation: definitions (slander, libel); who hears the case; role of judge and jury; 1996 Act; what the plaintiff has to prove; defences for journalists (justification, fair comment, privilege, Albert Reynolds/public interest defence, accord and satisfaction, unintentional defamation, offer of amends, writ out of time, death of claimant)

Criminal libel: criminal defamation; malicious falsehood

Privacy legislation: Human Rights Act 1998; European Convention on Human Rights; Breach of Confidence; Data Protection Act; Freedom of Information Act; Wireless and Telegraphy Act; Interception of Communications Act; trespass; harassment

Other legislation: Rehabilitation of Offenders Act; Official Secrets Act; Broadcasting Acts (1990, 1996); Obscene Publications Act; blasphemy (Northern Ireland, Republic of Ireland); copyright and intellectual property law; equality legislation; race and religious hatred laws; planned or proposed legislation

3 Understand constraints on court reporting

Rights and restrictions: rights of access; reporting restrictions

Regulation: Contempt of Court Act 1981; sexual offences; juveniles; family cases; cases heard by a jury; risk of prejudicing legal proceedings; Press Complaints Commission; Ofcom

4 Be able to cover court stories

Cover: for print; for broadcast; for website

Court stories: magistrates' courts; crown courts; criminal cases; civil cases

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand the legal framework	1.1 critically review the legal framework from the point of view of journalistic practice
LO2 Understand law as it applies to journalistic practice	2.1 critically review the law as it applies to journalists in relation to how it might constrain journalistic practice
LO3 Understand the constraints on court reporting	3.1 explain in detail the constraints on court reporting
LO4 Be able to cover court stories.	4.1 cover magistrates' court stories working to a standard acceptable to an employer or client 4.2 cover crown court stories working to a standard acceptable to an employer or client.

Recommended Reading List

ISBN 978-0240515717	Boyd, A	2000	Broadcast Journalism: Techniques of Radio and TV News, 5th Edition	Focal Press
ISBN 978-0240519265	Chantler P and Stewart P	2003	Basic Radio Journalism	Focal Press
ISBN 978-0415477758	Adams S	2009	Interviewing for Journalists	Routledge
ISBN 978-0712664479	Evans H	2000	Essential English for Journalists, Editors and Writers	Pimlico

Learning Time (1 credit = 15 hours)

Scheduled contact hours: Note: include in scheduled time: project supervision, demonstrations, practical classes and workshops, supervised time in studio or workshop, scheduled lab work , fieldwork, external visits, work-based learning where integrated into a structured academic programme	lectures	10
	seminars	
	supervised practical sessions	10
	tutorials	5
	formative assessment	5
	other scheduled time	
Guided independent study Note: include in guided independent study preparation for scheduled sessions, follow up work, wider reading or practice, revision	Independent coursework	70
	Independent laboratory work	
	other non-scheduled time	30
Placements (including work placement and year abroad)		20
Total hours ('Should be equal to credit x 15')		150