

1	<b>Title of Proposal</b>	Media Techniques	
2	<b>Proposer</b>	Janet Mary Smith	
3	<b>Proposer's Institution</b>	Blackburn College Media Centre Fielden Street Blackburn Lancashire BB2 1LH	
4	<b>Contact Address</b>	Mrs Janet Smith as above	
5	<b>Contact Telephone</b>	College 01254 292167 Home 01744 813960	
6	<b>Credit Information</b>	<b>No of Credits</b>	<b>No of Modules</b>
	<b>Entry 2 (Start Up)</b>	30	5
	<b>Entry 3 (Foundation)</b>	30	5
7	<b>Intended Progression</b>	Students at Entry 2 can progress to Entry 3 Students who are at Entry 3 who have other relevant qualifications can progress to BTEC Media studies We are also in the progress of putting a City and Guilds 770 Media course together and other students can progress onto this	
8	<b>Units</b>	<b>Entry</b>	<b>Credits</b>
	<b>001 Media Formats</b>	2 3	7 7
	<b>002 Working Relationships</b>	2 3	5 5
	<b>003 Communications in Media</b>	2 3	5 5
	<b>004 Media Skills and Procedures</b>	2 3	7 7
	<b>005 Creative Skills</b>	2 3	6 6

**ASCENTIS  
FOUNDATION CERTIFICATE IN  
MEDIA TECHNIQUES  
Entry 2 & 3**

<b>How is this to be Assessed</b>	<ul style="list-style-type: none"> <li>• Student Portfolio 40%</li> <li>• Completion of assignments 50%</li> <li>• Assignments</li> <li>• 2 Group Video Production 20%</li> <li>• 1 Individual Video production 10%</li> <li>• 1 Group Radio Production 10%</li> <li>• 1 Group Newspaper or Magazine assignment (ie design front cover write a short piece) 10%</li> <li>• Class Participation 10%</li> </ul>
10	<p><b>Has a Moderator been appointed</b></p> <p>No</p>
11	<p><b>Moderator's Name and Institution</b></p>
12	<p><b>Minimum Resource Requirement</b></p> <p>a) Video equipment; Video cameras Monitors Video recorders edit suite tripods &amp; tapes</p> <p>b) Audio/radio equipment; Microphones audio tapes &amp; recorders</p> <p>c) Newspaper/Magazine; Computers</p> <p>d) Library</p>

**ASCENTIS  
FOUNDATION CERTIFICATE IN  
MEDIA TECHNIQUES  
Entry 2 & 3**

**1 Title**     **Media Techniques**

<b>2 Entry</b>	<b>3 Credits</b>	<b>4 Recommended hours of study</b>
2	30	15x36 weeks
3	30	15x36 weeks

**5 Proposed date of Introduction**     September 1995

**6 The Proposal**     There is a lack of availability of introductory entry accredited courses in media subjects in this region  
Students should be encouraged and supported by the development of such provision which seeks to enhance and accredit their skills in media subjects and if possible act as an initial step towards academic and vocational development

## **AIMS AND OBJECTIVES**

### **Aims**

- To provide an introductory qualification in media subjects
- To promote and recognise basic skills in media subjects
- To provide early steps towards academic and vocational routes of progression

### **Objectives**

Successful grasp and demonstration of skills detailed in the units attached to this proposal

### **Modules**

Units attached Credits will vary according to the entry of competence demonstrated and number of units completed

### **Learning Outcomes**

As expressed in the attached units elements and performance criteria

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MEDIA TECHNIQUES  
Entry 2 & 3**

<b>Unit</b>		<b>Entry</b>		<b>Element</b>
1	Media Formats	2	1	Using Video Cameras
		3	1	Using Video Cameras
		2	2	Video Editing
		3	2	Video Editing
		2	3	Radio Programmes
		3	3	Radio Programmes
		2	4	Magazine/Newspaper Layout
		3	4	Magazine/Newspaper Layout
		2	5	Television
		3	5	Television
2	Working Relationships	2	1	Working Roles
		3	1	Working Roles
		2	2	Appropriate Relationships With Colleagues And Clients
		3	2	Appropriate Relationships With Colleagues And Clients
3	Communications in media	2	1	The Role of Communication
		3	1	The Role of Communication
		2	2	Non- Verbal Communication
		3	2	Non- Verbal Communication
		2	3	Effective Communication
		3	3	Effective Communication
4	Media skills and procedures	2	1	Producing A Video Programme
		3	1	Producing A Video Programme
		2	2	Producing A Radio Programme
		3	2	Producing A Radio Programme
		2	3	Producing An Advertisement
		3	3	Producing An Advertisement
		2	1	Selecting Materials/Equipment
		3	1	Selecting Materials/Equipment
5	Creative Skills	2	2	Organising A Production
		3	2	Organising A Production

**ASCENTIS  
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MEDIA TECHNIQUES  
Entry 2 & 3**

**Credits to be awarded**

<b>001 MEDIA FORMATS</b>	When elements 1 to 5 completed = 6 credits
<b>002 WORKING RELATIONSHIPS</b>	When elements 1 to 2 completed = 6 credits
<b>003 COMMUNICATIONS IN MEDIA</b>	When elements 1 to 3 completed = 6 credits
<b>004 MEDIA SKILLS AND PROCEDURES</b>	When elements 1 to 3 completed = 6 credits
<b>005 CREATIVE SKILLS</b>	When elements 1 to 2 completed = 6 credits
<b>A possible total of 30 credits</b>	

**AIMS**

- 1 To provide an introductory qualification in media subjects
- 2 To promote and recognise basic media subjects
- 3 To provide early steps towards academic and vocational routes of progression

**OBJECTIVES**

Successful grasp and demonstration of skills detailed in the units attached to this proposal

**MODULES**

Units attached Credits will vary according to the level of competence demonstrated and number of units completed

**LEARNING OUTCOMES**

As expressed in the attached units elements and performance criteria

**ASSESSMENT**

Completion of a student portfolio of evidence (including video and audio tape) and assessment schedules relating to the units completed

**RATIONALE**

There is a lack of availability of introductory level accredited courses in media subjects in this region. Students should be encouraged and supported by the development of such provision which seeks to enhance and accredit their skills in media subjects and act as an initial step towards academic and vocational development

**DATE OF PROPOSED INTRODUCTION**

September 1996

**RECOMMENDED HOURS OF SUPPORTED STUDY**

15 hours per week x 36 weeks

**Unit 1 Media Formats**

**ASCENTIS  
FOUNDATION CERTIFICATE IN  
MEDIA TECHNIQUES  
Entry 2 & 3**

**Element 1  
Using a video  
camera**

Video control  
operations

**Entry 2**

- a Students can set up and operate a video camera with help and guidance
- b Select an appropriate situation or the use of video  
Student should be aware of appropriate use of video in a given situation
- c Short style and conventions  
Students should be aware of styles and conventions

**Condition**

- a-b Oral assessment
- c Oral assessment  
Demonstration & Practise with guidance

**Entry 3**

- a Students can set up and operate a video camera
- b Student should demonstrate an appropriate use of video in a given situation
- c Students should demonstrate the use of shot styles and conventions

**Condition**

- a-b Tutor observation
- c Oral assessment  
Demonstration & Practise

**Element 2  
Video Editing**

An understanding of  
the need to edit

- a Students will be aware of why we need to edit
- b An understanding of editing procedures  
Students will be aware of editing procedures
- c Methods of editing Students will show an awareness of various methods of editing

**Condition**

- a Group discussion followed by Oral assessment
- b Demonstration & student practise with help
- c Tutor instructions followed by Q & A

- a Students would demonstrate an understanding of why we edit
- b Students will demonstrate editing procedures
- c Students will demonstrate an understanding of various methods of editing

**Condition**

- a Written assessment
- b Demonstration followed by student practise
- c Instructions followed by Written essay

## Unit 1 Media Formats

### Element 3 Radio Programmes

Ability to recognise appropriate material for use on radio

#### Entry 2

- a Students will be aware of various material which is appropriate for use on radio
- b Students will be aware of the process involved in creating radio programmes

#### Entry 3

- a Students will put together an example of suitable material for use on radio
- b Students will work in groups to create their own radio programme

Understanding of equipment needed to produce radio programme

- c Students will be made aware of equipment needed

- c Students will be aware of equipment needed

#### Condition

- a Use of taped material followed by Q & A
- b Demonstration and group discussion
- c Demonstration and Q & A

#### Condition

- a Use of taped material followed by Q & A and student practise Am awareness of work involved in putting a radio programme together
- b Demonstration followed by student practise
- c Students will fulfil this criteria when completed (b)

## Unit 1 Media Formats

### **Element 4 Magazine and Newspaper Layout**

Awareness of  
Newspaper industry

An understanding of  
material used in  
national newspapers

An understanding of  
appropriate material for  
local newspaper

### **Entry 2**

- a Students will be aware of newspaper industry
- b Students will have an awareness of a selection of national newspapers and the type of material they use
- c Students will be made aware of local newspapers and the material they use

### **Condition**

- a Group discussion
- b Use of selected national newspapers with group discussion
- c Use of a selection of local newspapers from 2 different towns group discussion

### **Entry 3**

- a Students will demonstrate an awareness of the newspaper industry
- b Students will demonstrate an understanding of the type of material used in national newspapers
- c As for Entry 2

### **Condition**

- a Written essay
- b As at Entry 2 but students will also produce a suitable story for such newspapers
- c As at Entry 2 then students will go on to produce a piece suitable for a local newspaper

## Unit 1 Media Formats

### **Element 5** **Television**

Students will show an understanding of broadcast material

Awareness on conditions on TB advertising

#### **Entry 2**

- a Students will be made aware of a selection of broadcast material
- b Students will be made aware of advertising constraints

#### **Condition**

- a Use of pre-recorded material from TV for use in group discussion
- b Instruction on who ITC are followed by group discussion

#### **Entry 3**

- a Students will demonstrate an awareness of a selection of broadcast material
- b Students will demonstrate and understanding of ITC & censorship

#### **Condition**

- a Use of pre-recorded material followed by students listing the material and why it was used in its context
- b Instruction on ITC & censorship followed by student written understanding

## Unit 2 Working Relationships

### Element 1 Working Roles

#### Entry 2

- a Students will have an awareness of the following roles
- (i) Camera operator
  - (ii) Director
  - (iii) Floor manager
  - (iv) Producer
  - (v) Lighting engineer
  - (vi) Sound engineer
  - (vii) Vision mixer

#### Condition

- a Whilst in the act of production the students will perform the roles and be aware of the relationships of these roles with help and guidance

#### Entry 3

- a Students will have an awareness of the following roles
- (i) Camera operator
  - (ii) Director
  - (iii) Floor manager
  - (iv) Producer
  - (v) Lighting engineer
  - (vi) Sound engineer
  - (vii) Vision mixer

#### Condition

- a As at Entry 2 but students will also do a write up of the role they are performing

### Element 2 Appropriate relationships with colleagues and clients

Students will be aware of appropriate relationships with clients

- a Students will be aware of how to interact with clients

#### Condition

- a Lecture and discussion

- b As at Entry 2 but students will produce a mock up situation

#### Condition

- c Observation

## Unit 3 Communications in media

### **Element 1 The Role of Communications**

Awareness of mass communication in a given media situation

#### **Entry 2**

- a Students will be made aware of communication skills used in Television

#### **Condition**

- a Use of pre-recorded material from TV for use in Instruction and group discussion

#### **Entry 3**

- a Students will demonstrate an understanding of the communications skills used in Television

#### **Condition**

- a As at Entry 2 plus student written example and reasoning

### **Element 2 Non-verbal communication**

An understanding of non-verbal communication

- a Students will be aware of non-verbal communication

#### **Condition**

- a Role play with instruction

- a Students will demonstrate an understanding of non-verbal communication

#### **Condition**

- a Students will show an understanding by listening for messages sent through non-verbal communication in a selected TV programme and photographic material

### **Element 3 Effective communication**

An awareness of effective communication in a given situation

- a Students will be aware of how effective the communication is in a given situation

#### **Condition**

- a Use of pre-recorded TV advert followed by group discussion

- a As at Entry 2

#### **Condition**

- a As at Entry 2 but student will list possible alternative message

## **Unit 4 Media Skills and Procedures**

### **Element 1 Producing a video programme**

#### **Entry 2**

- a Students will be aware of
  - (i) Appropriate script for a given video production
  - (ii) A floor plan
  - (iii) A shooting schedule
  - (iv) A camera script
  - (v) A storyboard

#### **Condition**

- a Demonstration and discussion of each

### **Element 2 Producing a radio programme**

- a Student will demonstrate
  - (i) An awareness to recognising a suitable script for radio
  - (ii) An awareness of at least two types of microphone

#### **Condition**

- a Students will be given three scripts one for radio one for TV and one for print They will have to identify the one for radio and discuss the reasons for their choice  
The student will be given two types of microphone and will discuss their use

#### **Entry 3**

- a Students will demonstrate an understanding of
  - (i) Appropriate script for a given video production
  - (ii) A floor plan
  - (iii) A shooting schedule
  - (iv) A camera script
  - (v) A storyboard

#### **Condition**

- a As at Entry 2 plus student will produce an example of (I) to (v)
- a As at Entry 2 but these students will use the chosen script and microphones to produce a radio programme

#### **Condition**

- a Students will be given three scripts one for radio one for TV and one for print They will have to identify the one for radio and produce a radio programme  
The student will be select and use an appropriate type of microphone

## Unit 5 Creative skills

### Element 1

#### Selecting materials/ equipment

#### Entry 2

- a Students will demonstrate
- (i) An ability to recognise equipment required for a given video production
  - (ii) An ability to identify suitable props for a given video production
  - (iii) An understanding of set design in a given video production

#### Condition

- a Students will be given a selection of materials of which they can choose from guidance will be given

### Element 2

#### Organising a production

- b Student will demonstrate an ability to set up a mock production

#### Condition

- a With full tutor support

#### Entry 3

- a Students will demonstrate
- (i) An ability to select and use required equipment for a given video production
  - (ii) An ability to identify and create suitable props for a given video production
  - (iii) The ability to design and create a simple set design for a given video production

#### Condition

- a With some assistance students will prepare the above for their final production

- b Student will demonstrate an ability to set up a mock production

#### Condition

- a With some tutor guidance

All assessments will be assigned with completion of student log-book