



Module Descriptor

Media Expression

Award Type: Minor
Award Level: 3
Award Code: 3N0792
FÁS Assessment Code: 3N0792-012
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Module Descriptor

Purpose: The purpose of this module is to equip the learner with the knowledge, skill and competence to use television or radio media within a supervised environment.

Module Duration: 100 hours

Learning Outcomes: By the end of this module, the learner will be able to:

1. Demonstrate knowledge of a limited range of production formats in Television and Radio.
2. Identify Television and Radio audience profiles and their relationship to the weekly schedule.
3. Identify the key elements of Television and Radio Production from starting idea to broadcast.
4. Prepare a short programme for Radio or Television including initial research, allocating production roles, organising the production plan and preparing the final running order or storyboard.
5. Use sound, editing and camera equipment, where relevant, to record a short programme effectively and safely.
6. Maintain appropriate health, safety and personal hygiene standards when working in a Television or Radio environment.
7. Demonstrate the application of communications, quality awareness and teamwork in a Media Production environment.

Unit 1

Media Overview

Learning Outcome 1: Demonstrate a knowledge of a limited range of production formats in Television and Radio.

At the end of this unit, the learner will be able to:

- 1.1 Describe different programme formats for Television and Radio
- 1.2 Identify the roles of key individuals within a production
- 1.3 Compare different production methods for a range of programme formats

Key Learning Points

Learning Outcome 1.1 Describe different programme formats for Television and Radio

Key Learning Points

- Technical terminology
- Programme types and formats for Television
- Programme types and formats for Radio

Learning Outcome 1.2 Identify the roles of key individuals within a production

Key Learning Points

- Different roles of key individuals: Writer, Producer, Director & Presenter

Learning Outcome 1.3 Compare different production methods for a range of programme formats

Key Learning Points

- Television Formats: News, Soaps, Sport, Light Entertainment, Documentary
- Radio Formats: News, Current Affairs, Chat Shows, Music Shows, Arts Review
- Different methods of production
- Comparing methods of production

Unit 2 Audience Overview

Learning Outcome 2: Identify Television and Radio audience profiles and their relationship to the weekly schedule.

At the end of this unit, the learner will be able to:

- 2.1 Examine audience figures and audience profiles for Irish media
- 2.2 Identify the key broadcasters and market share in Television and Radio in Ireland
- 2.3 Examine a typical Television and Radio schedule to see patterns and trends

Key Learning Points

Learning Outcome 2.1 Examine audience figures and audience profiles for Irish media

Key Learning Points

- Accessing audience figures
- Audience figures for the major broadcasters
- Market share

Learning Outcome 2.2 Identify the key broadcasters and market share in Television and Radio in Ireland

Key Learning Points

- Irish Television broadcasters and their market share
- Irish Radio broadcasters

Learning Outcome 2.3 Examine a typical Television and Radio schedule to see patterns and trends

Key Learning Points

- Television and Radio scheduling
- Examples of typical Television and Radio schedules
- Patterns and trends
- Slots for programme types
- Prime time
- Watershed

Unit 3 Production Methods

Learning Outcome 3: Identify the key elements of Television and Radio Production from starting idea to broadcast.

At the end of this unit, the learner will be able to:

- 3.1 Examine the key elements of Pre-Production
- 3.2 Identify the key elements of Production
- 3.3 Define the roles of the main individuals who work on a production
- 3.4 Recognise different camera movement techniques
- 3.5 Analyse key elements of a soundtrack
- 3.6 Identify the production elements in a limited range of programme types
- 3.7 Suggest alternative ways of producing a selected programme
- 3.8 Identify the key elements of Post-Production

Key Learning Points

Learning Outcome 3.1 Examine the key elements of Pre-Production

Key Learning Points

- Idea development
- Research
- Script
- Storyboards
- Shooting schedule
- Programme running order
- Call sheets

Learning Outcome 3.2 Identify the key elements of Production

Key Learning Points

- Different types of locations
- Basic equipment required
- Television studio layout
- Radio studio layout
- Recording methods
- Presentation methods
- Presentation links
- Voice –over
- Piece to camera
- Different presenters
- Anchor presenter
- Recognising the key elements of a 15-30 minutes section of a familiar Television programme
- Recognising the key elements of a 15-30 minutes section of a familiar Radio programme

Learning Outcome 3.3 Define the roles of the main individuals who work on a production

Key Learning Points

- Names and roles of key individuals involved in a production
- Presenters, Technicians, Heads of Departments, Production Staff

Learning Outcome 3.4 Recognise different camera movement techniques

Key Learning Points

- Panning
- Tracking
- Craning
- Zooming
- Hand Held
- Steadicam

Learning Outcome 3.5 Analyse key elements of a soundtrack

Key Learning Points

- Elements of a soundtrack
- Dialogue, music and atmosphere tracks
- Soundtrack recognition
- Differentiating the different layers of sound in a familiar programme

Learning Outcome 3.6 Identify the production elements in a limited range of programme types

Key Learning Points

- Recognising the production approach in a studio based Television programme
- Recognising the production approach in a location based Television programme
- Recognising the production approach in a local live radio broadcast

Learning Outcome 3.7 Suggest alternative ways of producing a selected programme

Key Learning Points

- Identifying alternative methods of producing a familiar Television Programme
- Identifying alternative methods of producing a familiar Radio Programme

Learning Outcome 3.8 Identify the key elements of Post-Production

Key Learning Points

- Names and types of formats used (MiniDV, DigiBeta, High Definition (H.D.))
- Digitising material (MiniDV / DigiBeta) or downloading (HD)
- Basics of editing
- Transitions (such as dissolves and fades), text and visual effects.
- Post sound (audio tracks)
- Outputting to DVD

Unit 4 Practical Research

Learning Outcome 4: Prepare a short programme for Radio or Television including initial research, allocating production roles, organising the production plan and preparing the final running order or storyboard.

At the end of this unit, the learner will be able to:

- 4.1 Research a specific programme topic or theme
- 4.2 Identify the contributors (i.e. the key people to interview and include)
- 4.3 Define the key roles of researcher, writer, producer, and presenter
- 4.4 Organise the contributors in the programme
- 4.5 Finalise the script and shooting / recording schedule
- 4.6 Write a programme running order
- 4.7 Prepare a storyboard for a short sequence for Television

Key Learning Points

Learning Outcome 4.1 Research a specific programme topic or theme

Key Learning Points

- Ideas
- Brainstorming an idea with a team of people
- Selecting a range of possible and topical subjects
- Choosing the most practical subject
- Developing the script

Learning Outcome 4.2 Identify the contributors (i.e. the key people to interview and include)

Key Learning Points

- Researching the potential interviewees for the programme
- Contacting interviewees to confirm participation

Learning Outcome 4.3 Define the key roles of researcher, writer, producer, presenter

Key Learning Points

- Production role allocation
- Reflection on participant's strengths and abilities
- Production research
- Teamwork
- Role play experience

Learning Outcome 4.4 Organise the contributors in the programme

Key Learning Points

- Programme co-ordination – people & locations
- Production co-ordination – logistics & timescales

Learning Outcome 4.5 Finalise the script and shooting / recording schedule
Key Learning Points
<ul style="list-style-type: none"> • Script format • Shooting / recording schedule • Production Checklist

Learning Outcome 4.6 Write a programme running order
Key Learning Points
<ul style="list-style-type: none"> • Programme running order template • Format of a 15 to 30 minutes segment of a familiar Television programme • Format of a 15 to 30 minutes segment of a familiar Radio programme

Learning Outcome 4.7 Prepare a storyboard for a short sequence for Television
Key Learning Points
<ul style="list-style-type: none"> • Storyboards • Camera positions and movements shown • Performers / Presenters positions and movements • Creating a storyboard for a short sequence for a Television programme

Unit 5 Technical Training

Learning Outcome 5: Use sound, editing and camera equipment, where relevant, to record a short programme effectively and safely.

- 5.1 Load a digital camera selecting appropriate tape format and operate the camera
- 5.2 Operate a camera effectively
- 5.3 Demonstrate an understanding of the basics of framing and lighting techniques
- 5.4 Load a digital sound recording device selecting the appropriate tape format
- 5.5 Operate the sound recording device effectively
- 5.6 Demonstrate an understanding of the Line of Action and Crossing the Line of Action
- 5.7 Demonstrate an understanding of the basics of the editing process
- 5.8 Record a short programme using appropriate equipment (Television or Radio)

Key Learning Points

Learning Outcome 5.1 Load a digital camera, selecting appropriate tape format
Key Learning Points
<ul style="list-style-type: none"> • Camera parts & structure • Different tape and card formats for digital cameras • Loading mechanisms • Tape and SD card suppliers

Learning Outcome 5.2 Operate the camera effectively
Key Learning Points
<ul style="list-style-type: none"> • Power On / Off, Play, Pause, Record, Stop, Fast Forward & Rewind (Camera) • Camera assembly

- Tripod and other camera accessories
- Safety considerations when using a camera

Learning Outcome 5.3 Demonstrate an understanding of the basics of framing and lighting techniques

Key Learning Points

- The basics of framing a picture in the view finder
- Aspect Ratios: Widescreen 16:9 TV 4:3
- Rule of thirds in framing
- Focus, and how different lenses work
- Understanding Depth of Field
- Longshot, Midshot, Close Up
- Safety considerations when using lights
- White Balance
- Soft & Hard Light
- Filters
- Reflected light
- Key Light, Fill Light, Back Light

Learning Outcome 5.4 Load a digital sound recording device selecting the appropriate tape format

Key Learning Points

- Different tape formats, DAT, mini discs, hard disc recording
- Recording device operation
- Assemble any accessories

Learning Outcome 5.5 Operate the sound recording device effectively

Key Learning Points

- Power On / Off, Play, Pause, Record, Stop, Fast Forward & Rewind (Sound Recorder)
- Microphones and cables connections
- Sound cables: Jack, XLR and Mini-Jack
- Different microphones and their function
- Boom pole operation
- Wind muff and its function
- Head-phone usage
- Health and safety issues when using sound equipment

Learning Outcome 5.6 Demonstrate an understanding of the Line of Action and Crossing the Line of Action

Key Learning Points

- The principle of the Line of Action
- Method of filming the line of action with dialogue between two people
- Method of recording dialogue in Line of Action exercise
- Be aware of health and safety issues when recording a sequence

Learning Outcome 5.7 Demonstrate an understanding of the basics of the editing process

Key Learning Points

- Method of digitising
- Different techniques of editing in relation to a Line Exercise
- The technique of moving from wide shot to close up
- Different transitions: cross dissolve, fade out / fade in, iris
- Sound effects and music
- Titles and credits, scrolling and crawling
- Outputting to DVD

Learning Outcome 5.8 Record a short programme using appropriate equipment (Television or Radio)

Key Learning Points

- The application of the principal of the Line of Action in a practical situation
- The recording of dialogue in a practical situation
- The structure and editing of a short programme

Unit 6 Health, Safety, Welfare and Personal Hygiene

Learning Outcome 6: Maintain appropriate health, safety and personal hygiene standards when working in a TV or Radio environment.

At the end of this unit, the learner will be able to:

- 6.1 Demonstrate an understanding of Health and Safety legislation
- 6.2 Demonstrate the correct procedures for the Manual Handling of loads
- 6.3 Describe safe work practices within a Television or Radio environment

Key Learning Points

Learning Outcome 6.1: Demonstrate an understanding of Health and Safety legislation

Key Learning Points

- Main provisions of the Health, Safety and Welfare at Work Act 2005
- The role of the employer
- The role of the employee
- Understanding the duties of the safety officer
- Safety Statements
- Defining the term 'Safety Statement'
- Writing Safety Statements

Learning Outcome 6.2: Demonstrate the correct procedures for the Manual Handling of loads**Key Learning Points**

- Defining the term 'manual handling'
- Defining the term 'hazard'
- The hazards of lifting and carrying loads
- Lifting objects of various sizes and weights correctly and safely
- Lifting procedures
- Pushing and pulling procedures
- Examples of hazards in a Television or Radio environment

Learning Outcome 6.3: Describe safe work practices within a Television or Radio environment**Key Learning Points**

- Identify location of first aid unit
- Location of first aid box
- Listing materials in a first aid box
- Safe use of equipment
- Safe handling of equipment
- Identifying assembly point and fire exits within the workplace
- Explaining the importance of fire extinguishers
- Various types of fire extinguishers and their uses
- Using a fire extinguisher
- Describing safety regulations when using electrical equipment
- Identifying housekeeping practices within the Media Production environment
- Applying safe working practices within the Media Production environment

Unit 7 Communications, Quality Awareness and Teamwork

Learning Outcome 7: Demonstrate the application of communications, quality awareness and teamwork in a television or radio environment.

At the end of this unit, the learner will be able to:

7.1 Demonstrate the application of communications, quality awareness and teamwork in a Media Production environment.

Key Learning Points

Learning Outcome 7.1: Demonstrate the application of communications, quality awareness and teamwork in a Media Production environment.

Key Learning Points

- Portfolios
- Portfolio preparation

- Knowledge of vocational language
- Listening and responding to spoken language
- Reading and writing to obtain and convey information
- Reflecting on own strengths and weaknesses
- Identifying areas for improvement
- Ability to work independently if required
- Participating in a team

Assessment Specification

Award Title	Media Expression
Award Type	Minor
FÁS Assessment Code	3N0792-012
Credit Value	10
Award Code	3N0792

Unit Learning Outcome	Performance Criteria (Knowledge, Skill & Competence)	Assessment Techniques	Weighting %	Assessment Instrument	Assessment Evidence
LO1	Knowledge	Portfolio	5%	A4, A5	Assessment Sheet
LO1	Knowledge	Portfolio	5%	E1	Assessment Sheet
LO1	Knowledge	Portfolio	5%	E2	Assessment Sheet
LO2	Knowledge	Portfolio	15%	A4, A5	Assessment Sheet
LO3	Knowledge	Portfolio	5%	E2	Assessment Sheet
LO3	Knowledge, Skill, Competence	Portfolio	5%	E1	Assessment Sheet
LO4	Knowledge, Skill, Competence	Portfolio	10%	E2	Assessment Sheet
LO5	Knowledge, Skill	Skills Demonstration	10%	S2	Assessment Sheet
LO5	Knowledge	Portfolio	5%	A1	Assessment Sheet
LO5	Knowledge, Skill	Skills Demonstration	10%	S1	Assessment Sheet
LO6	Skill,	Skills Demonstration	5%	S1	Assessment Sheet
LO6	Knowledge, Skill	Skills Demonstration	5%	S2	Assessment Sheet
LO7	Competence	Portfolio	5%	A2	Reflection Sheet
LO7	Competence	Portfolio	5%	A3	Reflection Sheet
LO7	Competence	Portfolio	5%	E1	Assessment Sheet

Suggested Learning Methodologies

Information classes
Active research
Discussion groups
Practical hands-on use of equipment
Viewing DVDs and listening to recordings
Keep a portfolio with notes from the classes
Creating a word and terminology bank in the classroom
Activities and Exercises
Simulated work environment
Skills assessment

Specific Validation Requirements

The provider must have all of the following in place to offer this award:

1. Television set
2. DVD player
3. Digital audio recorder
4. Digital camera (still)
5. Camcorder
6. Microphone
7. Audio and video media storage devices
8. Ancillary equipment e.g. leads, connector cables

Specific Module Requirements

The following is a recommended list. The list is not definitive as some of the items listed may not be essential in order to run the course. Items other than those listed may also be acquired for the course at the discretion of the Manager

Computer with internet access and a DVD burner

(Examples of Television programmes can be viewed online, for example on the RTÉ website, and Radio programmes can be listened to online, so a good broadband connection is essential).

Basic editing software. An iMac or Mac Pro (Apple computers) with iMovie software is recommended.

Basic software for playing audio and video clips. An iMac or Mac Pro (Apple computers) with Quicktime software is recommended.

Person to take part in audio and video recording ('subject').

A good quality digital sound recorder with batteries, power supply, battery charger, tapes or SD card, shotgun / directional microphone, microphone cradle, boom pole, microphone connection cable, wind muff, good quality headphones, cable connection to upload recorded material onto a computer. A Zoom HD4 or

HD2 is recommended. The more expensive HD4 offers more external microphone options.

A good quality digital camera with batteries, power supply, battery charger, tapes or SD card and tripod and cable connection to upload recorded material onto a computer.

Blank DVDs.

Current RTÉ Guide

Suggested Learning Resources

Television Production Handbook Roger Inman & Greg Smith

Radio Production Robert McLeish

Effective TV Production Gerald Millerson

<http://www.tvhandbook.com/>

Generic Skills: Literacy

Learners will maintain and keep a **Learning Diary** throughout the course in order to record and file any useful and relevant information during the module.

At the end of each week the learners will complete a short **Weekly Reflective Sheet** in order to reflect on their learning and progress during that week. This will help the learners in developing their generic skills of literacy, numeracy, communications and quality awareness and will give learners an opportunity to develop their writing skills.

This diary can be used to as a reference for the learner when filling out the mid course and final course reflection Activities A2 and Activity A3.

Learners will create a **Personal Dictionary** of new key words and terms using learner's own explanation of a word. This dictionary will be updated each week and kept in the learning diary.

Learners will add words and terms to a **Key Words & Terminology Bank** displayed in the classroom.

Generic Skills: Numeracy

Learners will:

- Practice using a **Calculator** identifying and locating all keys needed to carry out basic calculations.

- Plan how to travel to a workplace, estimating how long the journey would take.
- Calculate weekly transport and lunch expenses for a work placement.
- Calculate the number of hours worked in a week using a number of different scenarios e.g. working part time, working 4 days a week

Generic Skill: Teamwork

- Unit 3.3 involves the members of the class deciding on the key roles that each individual in the group must undertake to research and produce a TV programme. Individuals will be required to complete certain tasks on their own and report back to the group with a record of their work. The overall programme will require a positive contribution from all team members to be successful.
- Unit 4.8 requires the group to film each other doing a simple Line of Action Exercise, which means they all must work together to achieve the goal.

Generic Skill: Literacy, Digital Competence

- Identify key words associated with the **Computer**.
- Identify key words associated with the **Internet**.
- With a partner or instructor, source information by accessing suggested websites on the **Internet**.

Generic Skill: Learning Resources

Each learner will compile a **List of Production Job Titles** and a **List of Technical Terms** in their **Personal Dictionary**. In the duration of the course the learner will find definitions for these terms in the online references given.

Learners will gather statistics in relation to audience numbers, programme market share and weekly scheduling in relation to well known programmes using the **Audience Statistics Resource**

To become familiar with different production elements learners will examine

- The **Callsheet** to see how a day of recording is organised , and identify the Director, the Producer, the Production Manager, the location and what the abbreviations P/UP, H/M/W and D/N stand for.
- **Audio Tracks** to be able to identify the different elements of a soundtrack namely Atmos, Dialogue, Special Effects and Music.

- A **Shooting Schedule** to learn how a location shoot is organised and identify the start time, the end time and the number of scenes in the schedule.
- A **Running Order** to understand the structure of a broadcast programme. Learners will create their own running order for an hour long Radio broadcast featuring a presenter, panel discussion, advertisement breaks and music.
- **Storyboard** and its application. Learners will create their own storyboard showing a dramatic sequence.
- **Camera Guidelines** in relation to Focus, Depth of Field, Lenses, Exposure & Lighting. Learners should be able to define the following key terms Long Shot, Close Up, Mid Shot, Focus, Depth of Field, and demonstrate an understanding of the principle of Three Point Lighting.
- **Editing Clips** Learners should be able to identify the following techniques from the clips provided, namely the principle of crossing the line, identify three different types of transition, explain the difference between scrolling and crawling credits and identify the lower third of the frame.
- **Health & Safety Resources** A short guide to the Safety, Health, and Welfare at Work Act 2005 is provided. Learners are asked to list the hazards in their working environment and define a course of action to minimise the risk in each case.
- An appendix of **Equipment Images** for learners to become familiar with.

Recommended by: _____
 Manager Training Policy Development and Support

Approved by: _____
 Director Training Policy Development and Support