



An Bord Oideachais agus Oiliúna Chathair Bhaile Átha Cliath
City of Dublin Education and Training Board

Programme Module

Media Expression

leading to

Level 3 QQI Component: Media Expression 3N0792

Please note the following prior to using this programme module descriptor:

- This programme module can be delivered as a stand alone module or as part of the:
 - 1. Level 3 QQI Certificate in General Learning 3M0874**
 - 2. Level 3 QQI Certificate in Employability Skills 3M0935**
 - 3. Level 3 QQI Certificate in Information and Communication Technologies 3M0877.**
- Upon successful completion of this programme module the learner will achieve 10 credits towards the Level 3 QQI Certificates in General Learning, Employability Skills or Information and Communication Technologies.
- The learner needs to accumulate a minimum of 60 credits in order to achieve the Level 3 QQI Certificates in General Learning or Employability Skills or Information and Communication Technologies.
- Teachers/tutors should familiarise themselves with the information contained in CDETb's programme descriptor for Everyday Living Skills, Skills for the Workplace or Introduction to Information and Communication Technologies prior to delivering this programme module.
- In delivering this programme module teachers/tutors will deliver class content in line with the Guidelines for Teaching and Learning included in this programme module.
- In assessing the learner, teachers/tutors will assess according to the information included in this programme module. Teachers/tutors are required to devise Assessment Briefs for the Collection of Work and the Skills Demonstration.
- Where overlap is identified between the content of this programme module and one or more other programme module(s), teachers/tutors are encouraged to integrate the delivery of this content.
- Where there is an opportunity to facilitate the learner to produce one piece of assessment evidence which demonstrates the learning outcomes from more than one programme module, teachers/tutors are encouraged to integrate assessment.

Overview of the Programme Module

The Programme Module is structured as follows:

Section 1 to 8: contains important information for the teacher/tutor about the credit value, title, code, etc. of the programme module.

Section 9: details the learning outcomes prescribed for the programme module by QQI. These outcomes are set by QQI and cannot be changed in any way by the CDETB or individual teachers/tutors.

Section 10: outlines suggestions and guidelines for teaching the module. It contains useful information and ideas for teachers/tutors and can be helpful in clarifying learning outcomes.

Section 11: contains the relevant information in relation to the assessment of the module. As the teacher/tutor is the assessor of the work, this section is essential reading.

Section 11a specifically prescribes the way in which learners are required to present evidence for assessment.

Learner Marking Sheet: this is the marking sheet that must be attached to the assessment portfolio and signed by the teacher/tutor and the learner.

Programme Module	Award
1. Title of Programme Module Media Expression	2. Component Name and Code Level 3 Media Expression 3N0792
3. Duration in Hours of Programme Module 100	4. Credit Value 10
5. Assessment Technique Collection of Work 80% Skills Demonstration 20%	6. Specific Requirements Centres must have access to the range of services, professional products, tools, materials and equipment to ensure the learner has the opportunity to cover all of the practical activities.
7. Aims of the Programme Module <p>This programme module aims to equip the learner with the knowledge, skills and competencies to use media expression in their social, personal and work life and to encourage the Learner to have the confidence to use these skills in their daily lives.</p> 8. Objectives: <ul style="list-style-type: none"> • to equip the learner with basic information about methods of production of radio and television programmes and some of the key terminology used in the industry • to develop basic skills in the planning and production of a radio or television programme. 	
9. Learning Outcomes of Level 3 Media Expression 3N0792 <p>The learners will be able to:</p> <ol style="list-style-type: none"> 1. identify a limited range of programme formats and production features 2. identify the audience segments targeted by familiar television or radio programmes to include differentiation by gender or age 3. examine familiar television/radio programmes to include production methods and alternative ways of approaching their production 4. describe alternative production elements, to include storyboards, programme running orders, voice-overs or presentation links, for familiar television/radio programmes 5. use a limited range of technical language appropriate to recording for radio/television production 6. use storyboards or programme running orders to describe short sequences or programme structures 7. prepare a short programme for radio or television to include developing a production plan, identifying team members and roles, preparing storyboards or programme running orders and scripts 8. use recording equipment correctly to make a short programme 9. apply appropriate health, safety and personal hygiene procedures in television/radio production 10. demonstrate the application of communications, team working and quality awareness in a television or radio production environment. 	
Delivery Strategies and Learning Activities <p>The programme module could be delivered through classroom-based learning activities, team work, group discussions, one-to-one tutorials, field trips, case studies, role play and other relevant activities. The development of team working skills and effective communications skills should be integrated where possible in the delivery of this module. The application of these skills must be demonstrated in the Collection of Work/Skills Demonstrations. There are practical elements to this module requiring access to a range of materials, resources and equipment and the learner should be allocated adequate time and facilities to complete each task. All practical activities should exemplify safe working practices and reinforce standard health, safety and environmental concerns.</p>	

10. Guidelines for Teaching and Learning

Please note: the following guidelines suggest a sequence for the teaching of this module. In some cases, this may differ from the sequence of learning outcomes outlined in section 9.

Programme formats and production features

Learning Outcome 1: Identify a limited range of programme formats and production features.

Learning Outcome 2: Identify the audience segments targeted by familiar television or radio programmes to include differentiation by gender or age.

Learning Outcome 3: Examine familiar television/radio programmes to include production methods and alternative ways of approaching their production.

Learning Outcome 4: Describe alternative production elements, to include storyboards, programme running orders, voice-overs or presentation links, for familiar television/radio programmes.

*In order to help the learner achieve **Learning Outcomes 1, 2, 3 and 4** in particular, consider doing the following:*

- explore with the learner various programme formats associated with television/radio which may include news, light entertainment, drama, documentary, features, sport
- explain how various programmes are targeted at specific audience types
- describe the production elements such as storyboards, running orders, presentation skills, voice-overs, recce, shooting schedules, log lists and edit decision lists (EDLs) and use the language appropriate to these
- prepare with the learner a production plan for a short programme for radio/television.

Practical Skills

Learning Outcome 8: Use recording equipment correctly to make a short programme.

*In order to help the learner achieve **Learning Outcome 8** in particular, consider doing the following:*

- demonstrate to the learner the camera, its components and how they work
- identify basic camera function – focus, framing and exposure, white balance
- demonstrate to the learner the tripod set-up, level, pan & tilt
- explore with the learner the fundamentals of available light
- demonstrate the characteristics of various audio recording devices, for example Samson H1/H2/H4/Marantz recorders, dictaphones
- demonstrate microphones and how they work – various types
- examine the steps the learner can implement in order to conduct effective interviews for radio/tv,

for example, research, approach, body language, question techniques, relationship management, recording order **or**

- examine the steps the learner can implement to produce an effective radio/television programme
- explain the importance of proper care and maintenance of equipment.

Prepare a short programme

Learning Outcome 5: Use a limited range of technical language appropriate to recording for radio/television production.

Learning Outcome 6: Use storyboards or programme running orders to describe short sequences or programme structures.

Learning Outcome 7: Prepare a short programme for radio or television to include developing a production plan, identifying team members and roles, preparing storyboards or programme running orders and scripts.

*In order to help the learner achieve **Learning Outcomes 5, 6 and 7** in particular, consider doing the following:*

- develop a programme plan for radio/television with the learners
- identify the key roles involved in the production - for example, director, producer, presenter/anchor, camera, sound, PA, researcher, technician etc.
- prepare storyboards, shooting schedules, running orders and other documentation associated with radio/television production
- crew and cast the production with the learners.

Health & Safety relating to the use of radio/television equipment

Learning Outcome 9: Apply appropriate health, safety and personal hygiene procedures in television/radio production.

*In order to help the learner achieve **Learning Outcome 9** in particular, consider doing the following:*

- review with the learner the different elements that help to create a healthy working environment when using radio/television equipment
- identify potential hazards and risks in the learning environment by way of simple risk assessment and how to negate them
- explore the personal hygiene practices the learner should follow when working in a production environment.

Evaluation

Learning Outcome 10: demonstrate the application of communications, team working and quality awareness in a television or radio production environment.

*In order to help the learner achieve **Learning Outcome 10** in particular, consider doing the following:*

- facilitate the learner to analyse roles within the production team, including the ability to communicate effectively and to evaluate individual contributions to the quality of the overall production.

11.a Specific Information Relating to the Assessment Techniques

The assessor (teacher/tutor) is required to devise Assessment Brief/s for the Collection of Work and Skills Demonstration. In devising the Assessment Brief/s, care should be taken to ensure that the learner is given the opportunity to show evidence of ALL learning outcomes. Each learner is required to work alone in completing the Collection of Work. There is no facility for this Collection of Work to be completed as a group.

Evidence that the learner has achieved the learning outcomes may take a variety of forms including tutor verification of the learner's contribution, learner worksheets, diagrams, cloze tests, multiple choice statements, visual presentation or other appropriate evidence in the form of written, oral, graphic, audio, visual or any combination of these. Any audio or visual evidence must be provided in a suitable format. All of the evidence must be retained in the learner's assessment portfolio.

Collection of Work	80%
<p>The Collection of Work may be produced throughout the duration of this programme module. It must be clearly indicated where evidence covers more than one learning outcome. (A radio/television programme produced by the group of which the learner is a member should be evidenced by an audio/DVD recording accompanying the set of individual learner portfolios.)</p>	
<p>The learner will compile a Collection of Work to include:</p> <ul style="list-style-type: none"> • list of different programme formats, audience types and production elements • a short production plan for radio/television programme or interview to include the various roles and responsibilities • storyboards, shooting schedules, running orders or other documentation relevant to the chosen production • evidence of the application of communications, teamworking and quality awareness in a media environment (see appendix 1, task sheet). 	
Skills Demonstration	20%
<p>The learner will complete at least one of the following skills demonstrations at appropriate intervals during the programme, most appropriately before practical work begins on the learners' project (TV/Radio production). Evidence of the Skills Demonstrations must be included in the assessment portfolio. The evidence may be photographs, video, audio or digital evidence, or other appropriate evidence of the learner completing the tasks.</p>	
<ul style="list-style-type: none"> • Skills Demonstration Option 1: Using the camera and tripod (30 -45 minutes approximately) <ul style="list-style-type: none"> ○ set up tripod to correct predetermined level and height ○ attach and secure camera to tripod ○ power up 	

- remove lens cap, check viewfinder for image
- connect camera to a monitor using appropriate leads
- set correct white balance for available light
- correctly focus, frame and expose the chosen object/image to a predetermined shot size, e.g. MCU; CU; LS etc
- explain proper care and maintenance of camera – e.g. full discharge of batteries; lens care and safe working practices when using a camera

OR

- **Skills Demonstration Option 2:** Using an audio recording device (30 – 60 minutes)
 - power up the device
 - correctly connect appropriate microphone for use in a specific situation - indoors/outdoors
 - proper use of the device with or without connected microphone in specific situations, for example, to record an interview outdoors on a busy street (use of wind sock etc)
 - record audio in a specific situation, for example, a short interview, a vox-pop, etc
 - connection of the device for downloading of recorded material
 - explain proper care of the device, battery use and storage

11.b Assessment - General Information – Media Expression 3N0792

All instructions for the learner must be clearly outlined in an Assessment Brief.

Mapping Each Learning Outcome to an Assessment Technique

Learning Outcome	Assessment Technique
1. Identify a limited range of programme formats and production features.	Collection of Work
2. Identify the audience segments targeted by familiar television or radio programmes to include differentiation by gender or age.	Collection of Work
3. Examine familiar television/radio programmes to include production methods and alternative ways of approaching their production.	Collection of Work
4. Describe alternative production elements, to include storyboards, programme running orders, voice-overs or presentation links, for familiar television/radio programmes.	Collection of Work
5. Use a limited range of technical language appropriate to recording for radio/television production.	Collection of Work
6. Use storyboards or programme running orders to describe short sequences or programme structures.	Collection of Work
7. Prepare a short programme for radio or television to include developing a production plan, identifying team members and roles, preparing storyboards or programme running orders and scripts.	Collection of Work
8. Use recording equipment correctly to make a short programme.	Skills Demonstration
9. Apply appropriate health, safety and personal hygiene procedures in television/radio.	Collection of Work
10. Demonstrate the application of communications, team working and quality awareness in a television or radio production environment.	Collection of Work

Grading

At Level 3 a learner is graded as Successful or Referred.

Successful means that ALL the learning outcomes from the Component Specification have been demonstrated to an appropriate standard in the learner's portfolio of assessment.

Referred means that the portfolio of assessment needs further work by the learner before s/he can demonstrate the standard and achieve certification from QQI.


QQI
Level 3 Media Expression 3N0792
Learner Marking Sheet

Learner's Name: _____

Learner's PPSN: _____

The learner will be able to:	Evidence of the following is included in the assessment portfolio:	<input checked="" type="checkbox"/> if present in portfolio	Please indicate where evidence is to be found
1. identify a limited range of programme formats and production features	show an understanding of a range of programme formats and production features commonly seen/heard in Ireland.		
2. identify the audience segments targeted by familiar television or radio programmes to include differentiation by gender or age	show an understanding of how programme makers target their programmes at particular audiences such as children, the elderly, prime-time viewing etc.		
3. examine familiar television/radio programmes to include production methods and alternative ways of approaching their production	identify production methods for two programmes and suggest alternative approaches to these		
4. describe alternative production elements, to include storyboards, programme running orders, voice-overs or presentation links, for familiar television/radio programmes	prepare the storyboards, shooting schedules running orders or other documentation for a familiar production either television/radio		
5. use a limited range of technical language appropriate to recording for radio/television production	demonstrate a knowledge of a limited range of technical language when describing the use and functions of various equipment and in preparation for television/radio production		
6. prepare a short programme for radio or television to include developing a production plan,	prepare a production plan for chosen production to include identification of team members and their roles, the preparation of storyboards/running orders (see above), research, scripts and any other documentation relevant to the		

identifying team members and roles, preparing storyboards or programme running orders and scripts	production		
7. use recording equipment correctly to make a short programme	all available and appropriate equipment to be used to best effect to create television/radio production		
8. apply appropriate health, safety and personal hygiene procedures in television/radio	identify potential risks and hazards in the learning environment and how to negate them		
9. demonstrate the application of communications, team working and quality awareness in a television or radio production environment.	an analysis of the learner's role within the production team, including their ability to communicate effectively and their contribution to the overall production.		

This is to state that the evidence presented in the attached portfolio is complete and is the work of the named learner.

Learner's Signature: _____

Date: _____

Assessor's Signature: _____

Date: _____

External Authenticator's Signature: _____

Date: _____