Component Specification

Documentary Production

NFQ Level 6

6N5451

1. Component Details

Title	Documentary Production
Teideal as Gaeilge	Léiriú Clár Faisnéise
Award Class	Minor
Code	6N5451
Level	6
Credit Value	15
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to work independently or with others to formulate a range of creative skills and processes for the production of documentaries.
Learning Outcomes	Learners will be able to:

1   Explore the general history of documentary and the documentary filmmakers who forwarded the field

2   Examine various styles of documentary filmmaking to include historical, biographical, personal, fly on the wall, investigative, human interest, wildlife and experimental

3   Identify the key components of production for each style of documentary

4   Examine probability theory to include the likelihood of access, obtaining interviews, budget, archive footage and permission

5	Define a documentary's statement of purpose and goals
6	Perform comprehensive research of chosen topic and organise in an efficient manner
7	Explore all possible footage relating to the subject of documentary
8	Examine the procedures of ordering screening copy and master footage
9	Examine different interview genres creating a style that best works with a specific documentary
10	Explore the basic principles in interviewing different subjects to include issues like compassion and fairness
11	Examine how to request an interview through appropriate channels and how to schedule interviews with various restrains
12	Examine the basic format of a treatment to include the opening, body and conclusion
13	Define usage of timecode and how to incorporate it into a treatment
14	Examine the roles and hierarchy of a production crew
15	Compile a list of topics without judgement of ideas
16	Devise a rough draft to include a summary of topic, title and possible contributors
17	Perform general research and searches to include, via the internet using a range of sources and search engines, newspapers, magazines and books
18	Apply the basic principles of fact checking and proofing sources
19	Distinguish between first and second hand accounts and how to track down a firsthand source
20	Compile probability theory and create short list of interview subjects
21	Devise goal of interview and list of questions
22	Identify the right hand and the left hand side of a documentary treatment
23	Interpret notes and make changes to their treatments

24	Devise a budget to produce a 15 minute documentary
25	Devise schedule of production to include interviews, writing of script, revisions, edit schedules, notes and post
26	Predict the potential advantages and disadvantages to the different documentary styles
27	Analyse risk management and apply it to each style of documentary
28	Evaluate the use of narration and when to use it
29	Analyse the use of umbrella technique and discern when it is appropriate to incorporate in the documentary
30	Interpret basic concepts of rights and clearance principles relating to footage and what the network requires in terms of rights
31	Evaluate a treatment using probability theory to make necessary changes.

Assessment

General Information

Details of FET assessment requirements are set out in
[Assessment Guidelines for Providers.](#)

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of

assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques   In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Project	50%
Assignment	50%

Description

Project

A project is a response to a brief devised by the assessor. A project is usually carried out over an extended period of time. Projects may involve research, require investigation of a topic, issue or problem or may involve process such as a design task, a performance or practical activity or production of an artefact or event.

Assignment

An assignment is an exercise carried out in response to a brief with specific guidelines as to what should be included. An assignment is usually of short duration and may be carried out over a specified period of time.

There are two assignments

Recognition of Prior Learning (RPL)   Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.

Grading	Pass	50% - 64%
	Merit	65% - 79%
	Distinction	80% - 100%

Specific Validation Requirements	There are no specific validation requirements
Supporting Documentation	None
Access	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.
Transfer	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and<60
4	90	10	5,15,20	>5 and<90
5	120	15	5,10,30	>5 and <120
6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a comprehensive range of skills which may be vocationally-specific and/or of a general supervisory nature, and require detailed theoretical understanding. The outcomes also provide for a particular focus on learning skills. The outcomes relate to working in a generally autonomous way to assume design and/or management and/or administrative responsibilities. Occupations at this level would include higher craft, junior technician and supervisor.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Specialised knowledge of a broad area
	Kind	Some theoretical concepts and abstract thinking, with significant underpinning theory
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Act in a range of varied and specific contexts involving creative and non-routine activities; transfer and apply theoretical concepts and/or technical or creative skills to a range of contexts

Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for the allocation of resources; form and function within, multiple and complex heterogeneous groups.
Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs
Insight	Express an internalised, personal world view, reflecting engagement with others.

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI