



**QQI**

Quality and Qualifications Ireland  
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

## Component Specification NFQ Level 6

### Television and Video Studio Production 6N5945

#### 1. Component Details

<b>Title</b>	Television and Video Studio Production
<b>Teideal as Gaeilge</b>	Léiriú Stiúideo Teilifíse agus Scannán
<b>Award Type</b>	Minor
<b>Code</b>	6N5945
<b>Level</b>	6
<b>Credit Value</b>	15
<b>Purpose</b>	The purpose of this award is to equip the learner with the knowledge, skill and competence to work within the audio visual industries. The programme will empower participants to work independently or with others to formulate a range of viable practical or creative solutions for the production of television content.

<b>Learning Outcomes</b>	Learners will be able to:
	<ol style="list-style-type: none"><li>1 Explore the library classification system to find and research sources</li><li>2 Examine various sources of information. To Include telephone books, directories, press releases, newspaper clippings, databases, audio visual media, PR officials, government information services, dail reports and internet</li><li>3 Use objectivity in the conduct of research</li><li>4 Examine appropriate terminology and TV grammar necessary for scripting and direction</li></ol>

- 5 Identify methods of camera operation and the application of technology
- 6 Explore the nature of sound including physical features, audio quality, sensitivity and directional properties
- 7 Locate and record information in response to a given brief and draft a preliminary outline for checking and approval
- 8 Provide evidence of research done and document and acknowledge all relevant sources consulted
- 9 Draft Call Sheets, Shooting Schedules and maintain a crew contact sheet
- 10 Apply appropriate interview skills within a range of interview situations
- 11 Select appropriate light parameters and rig for indoor and outdoor settings using appropriate gels and filters
- 12 Use a basic three pin light system to exhibit the dramatic uses of lighting
- 13 Incorporate basic graphics and credits into an exercise
- 14 Select and position microphones for optimum efficiency and connect and relay sound to a record point via a simple mixer
- 15 Apply the production process from pre-production to post-production
- 16 Write scripts which illustrate the basics of script structure. To include maintaining audience interest, Using interconnectedness of pictures and words for telling TV stories
- 17 Lay out a studio and EFP (Electronic field production) scripts in an industry recognised manner and prepare a budget for an EFP project
- 18 Set up a video camera for operational use in studio and EFP application
- 19 Record good quality pictures with due regard to iris control, depth of field, white and colour balance, shot framing and camera movement appropriate to action

- 20 Perform, the roles associated with simple OB or studio work. To include camerawork, basic direction and studio management
- 21 Set up the equipment required to perform the editing task and assemble and insert edits, together with audit dub
- 22 Explore the grammar of editing including the cutting point and its selection, transitions and how they are carried out, cut type, duration and cutting rhythm
- 23 Balance multiple sound sources to produce a simple multi-source piece
- 24 Analyse a range of TV programme styles so as to identify and comment critically on key elements of lighting camera work in current TV output.

## Assessment

### General Information

All assessment should be planned in accordance with the programme assessment strategy developed as part of the programme submission for validation. See **Policies and Criteria for Validation of Programmes**. Assessment should be undertaken consistently and reflect current assessment guidelines. See [www.qqi.ie](http://www.qqi.ie).

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence consistent with the **minimum intended programme learning outcomes**.

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](http://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 QQI's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. All learning outcomes **must** be assessed and achieved in accordance with the **minimum intended module learning outcomes** set out in the validated programme.

Assignment

100%

## Description

### 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.*

The assessor will devise 3 assignments each having a weighting of 60%, 20% and 20%

## Recognition of Prior Learning (RPL)

To support the development and implementation of RPL with regard to access, granting credit/exemptions and achievement of awards/parts of awards, providers should refer to **QQI's Statutory Guidelines for Quality Assurance**, the **Policies and Criteria for Validation of Programmes** and the **Principles and Operational Guidelines for the Recognition of Prior Learning in Further and Higher Education and Training** available at [www.qqi.ie](http://www.qqi.ie)

## Grading

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

**Specific Validation Requirements**

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

- 1.
- 2.
3. Basic TV 2 camera Studio
- 4.
5. Non Linear Edit packages

**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](http://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 depth in some areas
Know How & Skill	Range	Demonstrate a comprehensive range of specialised skills and tools
	Selectivity	Formulate responses to well defined abstract problems
Competence	Context	Utilise diagnostic and creative skills in a range of functions in a wide variety 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 take responsibility for own learning within a managed environment.
Insight	Express an internalised, personal world view, reflecting engagement with others.

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

