OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA

Unit 2

Pre-production and planning

Cambridge
TECHNICALS
2016

Y/507/6388

Guided learning hours: 90

Version 2 September 2016

LEVEL 3

UNIT 2: Pre-production and planning

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Guided learning hours: 90

Essential resources required for this unit: none

This unit is externally assessed by an OCR set and marked examination.

UNIT AIM

This is a mandatory unit that forms the foundation of the course. The knowledge and understanding developed in this unit are transferable to a number of other units.

Pre-production and planning are key aspects of any media production, time spent well leading up to a production can save time and money. By completing this unit, you will understand the pre-production process that the creative media industry follows when creating a product. You will learn how to carry out research in the planning stage of a media production and about the various acts of legislation that need to be considered. You will learn about the constraints that need to be considered when planning a new media production, including timescales and resources. You will understand how to create pre-production documents in relation to client requirements and how to plan projects to meet these needs.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.
Anything which follows an i.e. details what must be taught as part of that area of content. Anything which follows an e.g. is illustrative.

For externally assessed units, where the content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- a direct question may be asked about unit content which follows an i.e.

- where unit content is shown as an e.g. a direct question will not be asked about that example.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
1. Understand the factors that need to be considered during the planning of a media product	1.1 to evaluate the factors that need to be considered when planning, i.e. • type of media production and its implications for the process • financial constraints for the production of the media product • revenue streams (i.e. financing methods, sponsorship, crowd funding, corporate finance, advertising) • time constraints for the production of the media product • personnel involved (i.e. numbers, skills, experience) relevant facilities, locations and resources required for the project (e.g. studio, props, set, microphones, computers, cameras, software)	Learners need to be taught about the impact of legal issues that surround the production of new media products and the organisations that need to be contacted during the process. Learners need to be taught about the impact of regulatory organisations concerned with the media sector. Learners need to be taught about the ethical issues surrounding pre-production, i.e. • freedom of speech versus causing offence (i.e. trolling, incitement, defamation) • use of disturbing imagery • use of offensive material.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	- impact of legal issues, i.e. - Freedom of Information Act - Intellectual Property Rights - Data Protection Act (i.e. collecting data, using data, phone hacking) - Copyright, Designs and Patents Act 1988 (i.e. use of sources, crediting sources) - libel - slander - the impact of regulatory issues, i.e. - Advertising Standards Authority - British Board of Film Classification - Pan European Game Information - Ofcom - Performing Rights Society for Music - Independent Press Standards Organisation - W3C - the impact of ethical issues, i.e. - freedom of speech versus causing offence (i.e. trolling, incitement, defamation) - use of disturbing imagery - use of offensive material	

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification

2. Be able to interpret client requirements and target audience considerations	2.1 to evaluate client requirements and target audience considerations.
	• areas to be covered, i.e.
	   o types of client brief (i.e. contractual, negotiated, informal, tender, formal)
	   o reading and analysing a client brief (i.e. explicit requirements, implicit requirements, open interpretation, constraints)
	• tools to use (i.e. mind map, mood board, blue sky thinking, SWOT analysis)
	• target audience factors to consider:
	   o socio-economic
	   o age
	   o gender
	   o ethnic group
	   o psychographics
	   o geo-demographics
	   o sexual orientation
	   o mainstream versus niche
		Learners need to be taught to read a client brief and interpret its meaning for a media production.
		
		Learners need to look at the process of how to take a brief and break it down into measurable and usable requirements.
		
		Learners need to be taught how to analyse target audiences for media productions and the various factors that will affect how the production is developed and completed. This is synoptic knowledge from Unit 1.
		
		These skills need to be applied to a variety of vocational contexts.

3. Be able to plan the pre-production of a media product	3.1 how to plan the pre-production process for the production of a media product, i.e.
	• project management tools, i.e.
	   o project management software
	   o spreadsheets
	   o production schedule
		Learners need to be taught how to plan a media pre-production considering the requirements needed to be successful.
		
		Learners need to be taught how to create realistic production schedules and how to use these to keep productions on task through the use of milestones and contingencies.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
	- working to timescales/production schedule, i.e. - tasks - activities - workflow - resources - milestones - contingencies - logistics - daily planner / call sheet - forms (i.e. consent, content release, location release) - staffing, i.e. - roles (i.e. director, lighting engineer, illustrator) - responsibilities (i.e. ensure script and storyboard are correct, set up lights for scene, drawing of background scenery) - research - who carries out the research (i.e. people in the production team, external agencies)	Learners need to be taught how a production is broken down into different tasks, with resources allocated to them and timings for completion assigned. Learners need to be taught how to keep the daily work on schedule, ensuring that the relevant personnel involved are aware of what they are doing through each section of the media production. Learners need to be taught about how to allocate relevant personnel to different roles in a media production based on experience and skills. Learners need to learn how these roles work together and can be dependent upon each other (i.e. cameraman and video editor). Learners need to be taught how use different types of research when preparing a media production; this includes gathering information about the target audience and market place. These skills need to be applied to a variety of vocational contexts.

Learning outcomes The Learner will:	Teaching content Learners must be taught:	Exemplification
4. Be able to create and evaluate pre-production documents for a new media product	4.1 how to create a variety of pre-production documents in relation to different media products, i.e. • proposals/treatments/project outlines • production schedule • SWOT analysis • asset log • call sheet • risk assessment (recces) • storyboard • script • shooting script • concept art • visualisation diagram • flat plan/ wireframe • prototype • page mock-up • set design • form (i.e. consent, release) • site structure diagram 4.2 how to evaluate pre-production documents in relation to their effectiveness for media products, i.e. • justification of the content • evaluation of suitability for purpose • evaluation of suitability for audience	Learner need to be taught how to create a variety of pre-production documents that would be needed for across a range of media productions. Learners need to know the purpose of each document and their intended audience. Learners will then be expected to apply this knowledge to a variety of contexts. Learners need to know how to select the correct documentation and produce the document to industry standard.

LEARNING OUTCOME (LO) WEIGHTINGS

Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

LO1	15–35%
LO2	15–35%
LO3	15–35%
LO4	15–35%

ASSESSMENT GUIDANCE

All LOs are assessed through externally set written examination papers, worth a maximum of 80 marks and 2 hours in duration.

This unit will be assessed through a 2hour, 80-mark externally assessed examination based upon a case study scenario provided in the examination. The case study will provide context for the examination, allowing learners to apply their knowledge to a scenario set by the exam board.

In the external assessment, learners will be expected to demonstrate their understanding by providing responses to a number of short, medium and extended questions based upon the case study. In the external assessment, learners will be expected to produce two pre-production documents in response to stimuli contained within the case study and examination paper.

SYNOPTIC ASSESSMENT

Ten per cent of the marks in each examination for this unit will be allocated to synoptic application of knowledge. There'll be questions that draw on knowledge and understanding from Unit 1: Media products and audiences that then has to be applied in the context of this unit.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Digital Content for Interactive Media, Moving Image and Audio Production, and Digital Media Practitioner for Product Development specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Work-placements with the design and project management departments of media companies.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Tasks set to create design documents for existing products and compare against real-world examples from industry practitioners. Industry practitioners could also provide production briefs to allow learners to analyse client and target audience requirements.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Lectures from audience research companies into how data is gathered to inform the planning and design phases of media productions. Masterclasses with design companies to develop project management and product design elements.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	

To find out more
ocr.org.uk/digitalmedia
or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**

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