

Cambridge TECHNICALS LEVEL 3

Cambridge
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DIGITAL MEDIA

Unit 20

Advertising media

R/507/6406

Guided learning hours: 60

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LEVEL 3

UNIT 20: Advertising media

R/507/4606

Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Advertising media is around us on a daily basis, from billboards in the street to adverts watched daily on the television. Different types of advertisements are used together to create campaigns that grow a brand and an organisation's image, and promote all types of products and services used to entice the public at large.

In completing this unit, you'll understand advertising campaigns and how audio-visual, print based or audio advertising media are used within them. You'll plan an advertising campaign for a product or service, selecting the appropriate media components to produce it. You'll produce original media components for incorporating into a campaign, considering the market and its target audience, as well as legal and ethical constraints, to ensure that all components comply with the required codes and conventions of the genre.

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, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>1. Know how existing advertising campaigns embed advertisements across a range of media products</p>	<p>1.1 aims, i.e.</p> <ul style="list-style-type: none"> • create awareness • introduce a new product to the market • increase sales • rebrand an existing product • generate feedback <p>1.2 target audience, i.e.</p> <ul style="list-style-type: none"> • age • gender • lifestyle • interests <p>1.3 key messages – unique selling point or proposition (e.g. safety, comfort, reliability, functionality)</p> <p>1.4 approach – methods employed in gaining attention (e.g. shock, celebrity endorsement)</p> <p>1.5 representation, i.e.</p> <ul style="list-style-type: none"> • individual people • social groups • issues (e.g. violence, racism, sexism) • stereotypes <p>1.6 campaign logistics, i.e.</p> <ul style="list-style-type: none"> • timing • scheduling • how target audience will access message • significant calendar events <p>1.7 choice of media, i.e.</p> <ul style="list-style-type: none"> • TV adverts • film trailers • interactive media presentations • online • print based

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.8 choice of media, i.e.</p> <ul style="list-style-type: none"> • TV adverts • film trailers • interactive media presentations • online • print based <p>1.9 call to action – rationale and expected outcomes, i.e.</p> <ul style="list-style-type: none"> • response mechanism • feedback • reaction <p>1.10 legal and ethical issues (e.g. copyright, intellectual property rights, slander/libel, performance rights, permission to film, royalties, violence, offensive language/behaviour/material, public interest)</p> <p>1.11 regulatory bodies, i.e.</p> <ul style="list-style-type: none"> • Ofcom • British Board of Film Classification (BBFC) • Advertising Standards Authority (ASA)
<p>2. Be able to plan a cross media advertising campaign to a client brief</p>	<p>2.1 evaluation of brief, i.e.</p> <ul style="list-style-type: none"> • aims and objectives - product being advertised and why (e.g. launch new product, increase sales, increase brand awareness) • target audience (e.g. by age, gender, lifestyle, interests) • pertinent issues or concerns - learners need to be able extract pertinent issues for consideration in the delivery of the brief (e.g. seasonal and calendar events, location, legal and ethical issues) <p>2.2 generation of appropriate ideas, i.e.</p> <ul style="list-style-type: none"> • mood boards • summary of ideas • spider diagrams <p>2.3 campaign plan creation i.e.</p> <ul style="list-style-type: none"> • key messages - campaign message based on the product's unique selling point (e.g. safety, comfort, reliability, functionality). This also challenges fitness for purpose, getting the right message to the target audience at the right time and how the target audience will access the message • stylistic approach (e.g. analysis patterns, linguistic descriptions, textual analysis and graphological style) • call to action (e.g. response mechanism, feedback, reaction) • media choices (e.g. TV adverts, film trailers, interactive media presentations, online/print based advertisements) • campaign schedule with key milestones i.e. <ul style="list-style-type: none"> ○ launch format and scheduling of audio-visual advertisements ○ key dates in the calendar (e.g. for print based, audio-visual, audio and digital content)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>2.4 legal and ethical issues (e.g. copyright, intellectual property rights, slander/libel, performance rights, permission to film, royalties, violence, offensive language/behaviour/material, public interest)</p> <p>2.5 regulatory bodies, i.e.</p> <ul style="list-style-type: none"> • Ofcom • British Board of Film Classification (BBFC) <p>2.6 Advertising Standards Authority (ASA) pre-production materials, i.e.</p> <ul style="list-style-type: none"> • planning documentation (e.g. industry standard production plan, budget, resource requirements, timescale schedule) • product types – media specific and relevant to the components selected for development, e.g.: <ul style="list-style-type: none"> ○ audio (e.g. script, written interpretation of the narrative, dialogue, sound effects) ○ audio-visual (e.g. treatments, storyboard, scripts, SFX, sound effects) ○ print based and interactive content (e.g. annotated sketched layout, visual styles and themes, photographs, graphic plans and font styles) • risk assessments – identify potential hazards/risks and find resolutions to any problems • recces – assess suitability of indoor or outdoor locations for production work • notes and pictures for the rest of the production team
<p>3. Be able to produce the planned media components</p>	<p>3.1 production requirements, i.e.</p> <ul style="list-style-type: none"> • setting up appropriate equipment (e.g. sound equipment, cameras, tripods) • use the pre-production materials as reference in the production process (e.g. script, storyboard, draft design layouts) • following safe working practices, working within the scope of the risk assessment and health and safety guidelines • following relevant production processes according to the media component requirements, i.e.: <ul style="list-style-type: none"> ○ audio (e.g. directing cast and crew, operate sound equipment, check sound quality, edit recording) ○ audio-visual (e.g. directing cast and crew, operate camera equipment, record raw footage, check sound levels during filming, identify edit requirements) ○ print based and interactive content (e.g. source assets, take photos, writing body copy, setting up software (e.g. desktop publishing, image editing), annotate final edit amends)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> • follow post-production processes according to the media component requirements, i.e.: <ul style="list-style-type: none"> ○ audio (e.g. edit sound, add sound effects, create the audio soundtrack) ○ audio-visual (e.g. edit footage, add transitions and special effects, incorporate soundtrack) ○ print based and interactive content (e.g. review suitability of copy, complete version controls, edit text and images together, apply visual effects, export to appropriate file format) <p>3.2 meeting technical and aesthetic properties, i.e.</p> <ul style="list-style-type: none"> • have the needs of the client been met • content of the advertisement is correct based on the form and style • review compliance of all legal and ethical requirements

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Know how existing advertising campaigns embed advertisements across a range of media products	P1: Describe an existing media advertising campaign	M1: Evaluate different cross media advertising campaigns for consistency of message	
2. Be able to plan a cross media advertising campaign to a client brief	P2*: Create a plan for a cross media advertising campaign in response to a client brief <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>	M2: Justify the choice of planned components by targeted media sector	D1*: Discuss the legal and ethical constraints within the planned campaign <i>(*Synoptic assessment from Unit 1 Media products and audiences)</i>
	P3*: Create a pre-production plan for the media components in the planned advertising campaign <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>		
3. Be able to produce the planned media components	P4*: Create the media components to be used in the planned campaign <i>(*Synoptic assessment from Unit 3 Create a media product)</i>	M3: Explain how the created media components comply with the codes and conventions of the media sectors	D2: Demonstrate how the technical and aesthetic properties of the media components meet the client brief

*SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

ASSESSMENT GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professionally produced media products.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

Centres could approach the production elements from LO2 of this unit as a client brief in order to give their learners a clear framework, challenging them to satisfy the client's requirements for the final product/proposition. Assignment briefs need to be written with sufficient scope to enable this.

LO1 Know how existing advertising campaigns embed advertisements across a range of media products

P1: Learners are required to describe an existing media advertising campaign. They should consider the advertisements used within existing advertising campaigns across a range of media products. Learners will need to select or be given campaigns to analyse that have sufficient scope to allow the exploration of: aims and objectives; target audience; key messages; approach; representation; campaign logistics; choice of media; call to action; relevant legal and ethical issues; regulatory bodies, in line with the teaching content. The evidence could be presented as a written report, slide presentation, information sheets, commentary of audio-visual material or a fact file with illustrations.

M1: This can be built on from evidence of P1 with learners selecting campaigns that deliver/communicate across at least two media pathways. They should evaluate the message of delivery and the consistency across different media forms such as print, audio-visual for TV, online advertising. The evidence could be presented as a written report, slide presentation, information sheets, commentary of audio-visual material or a fact file with illustrations.

LO2 Be able to plan a cross media advertising campaign to a client brief

P2: Learners are required to create a plan for a cross media advertising campaign to a client brief. The information gained from P1 could inform the advertising campaign. The evidence could be provided as a proposal with supporting diagrams, images and mood boards suitable for a pitch to the client, project plan with schedule of activities.

P3: Learners are required to produce pre-production materials for their planned media components. These may include: pitch documentation; research into genre and conventions; images and mood boards; production schedule with proposed launch dates; any other relevant material (i.e. sample footage and sounds). Evidence could be produced in the form of a formal word-processed document, presentation or hand drafted documentation with supporting notes and digital files.

NB Learners are not required to produce all the components planned for their cross media advertising campaign.

M2: Learners should justify their choice of components and the reasons why they have been incorporated within the advertising campaign. Evidence could be produced in the form of a formal word-processed document, presentation or hand drafted documentation with supporting notes and documentation.

D1: Learners are required to discuss the legal and ethical issues applicable to their planned advertising campaign. The evidence could be presented as a written report, slide presentation, information sheets, commentary of audio-visual material or a fact file with illustrations.

LO3 Be able to produce the planned media components

P4: Learners should produce their planned media components to be used in the advertising campaign. Learners should provide an introduction to their advertisement components they will be producing and present, as evidence, views of their advert and supporting material. The evidence could be as a written report, slide presentation, information sheets, audio-visual material or a fact file with illustrations and potential digital files.

M3: Learners are required to explain how the required codes and conventions have been met when creating their media advertising components. Learners will complete a short evaluation/analysis of their components to show: how what has been created has utilised understanding of and research undertaken on real media products in the genre they have chosen; how the codes and conventions they considered in their planning have been met and how this was achieved. The evidence could be presented as a written report, slide presentation, information sheets, commentary of audio-visual material or a fact file with illustrations in a digital format.

D2: Learners are required to demonstrate how the advisements technical and aesthetic properties meet the requirements of the clients brief and their preproduction plan. Learners should evaluate their final components against their client brief and demonstrate how the components support the advertisement campaign. The evidence could be presented as a written report, slide presentation, information sheets, commentary of audio-visual material or a fact file with illustrations in a digital format.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

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 an optional unit in the Digital Content for Interactive Media and Moving Image and Audio Production 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-experience in media specific/relevant organisations is particularly when considering professional practise in pre-production.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	The brief/challenge can either mirror or be set in collaboration with an industry specialist.
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.	Guest lecturers may be invited to deliver case studies for LO1 and offer Q&A for learners.
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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