OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA

Cambridge TECHNICALS 2016

Unit 24

Cross media industry awareness

Y/507/6410

Guided learning hours: 30

Version 2 September 2016

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Guided learning hours: 30

Essential resources required for this unit: internet, textbooks

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

The media industry as a whole is vast and split into many different sectors including film, television, games design, web design, radio and print production. You'll find that in the digital age many of these sectors are finding it easier to work together to create cross-media products that target global audiences. As a result, there are many different job roles that you can work or specialise in across a range of sectors, and the skills and qualities you are likely to need to succeed in the media industry are becoming ever more diverse.

The aim of this unit is for you to develop your understanding of how different media sectors operate and what products they produce. You'll develop awareness of how concepts and brands are adapted into different products (such as books into films) in order to widen audience reach. You'll learn about the impact that new technologies have on the industry in terms of revolutionising the production and distribution of their products and opportunities for synergy. You'll investigate different job roles within the media industry, be able to compare and contrast skills needed, and plan a suitable route of progression into the career that you have an interest in. You'll also be given the opportunity to investigate a job role in order to gain an understanding about a position within a wider hierarchy in a specific sector.

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 The Learner will:	Teaching content Learners must be taught:
1. Understand the products that are produced within and across media industries	1.1 media industries, i.e. • digital content (e.g. print, web, games, animation) • audio-visual and audio (e.g. film, TV, music) 1.2 media products, i.e. • print (e.g. journals, periodicals, magazines, newspapers) • film (e.g. feature films, independents, short films, computer-generated imagery (CGI)) • television (e.g. documentary, soap opera, news, children's programmes, reality TV) • web and digital (e.g. commercial sites desktop, mobile sites, apps) • games (e.g. role-play, strategy, maze) • animation (e.g. 2-D/3-D animation, stop motion) • audio (e.g. music sound tracks, voice-overs, jingles) 1.3 audience of media products within different industries, i.e. • age, gender, lifestyle, interests, spending power • mode of address, how do specific products appeal to audiences 1.4 digital distribution, i.e. • social media and marketing channels used by media industries (e.g. Facebook, Twitter, Instagram, websites, viral teasers) • video on demand distribution (e.g. video on demand/catch up services, the rise of online broadcast channels, 'death of the schedule', BBC iPlayer, Netflix, streaming and simulcasting) • black box, convergent technologies to access content (e.g. smartphones, tablets, use of channel/institution Apps – BBC iPlayer TV/Radio App, Hallam FM App)

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**
	1.5 converging technologies, i.e. pre-production, production and post-production technologies (e.g. for radio, digital cartwalls; for film, digital editing suites) 1.6 how technological convergence has changed media industries, i.e. production techniques in media industries (e.g. digital editing, digital manipulation, motion capture technologies) - awareness of products - audience access to products
2. Understand the behaviours, skills and attributes necessary within a chosen media industry	2.1 identifying job roles by media sector, i.e. - audio and audio-visual, e.g. - television and film (e.g. actor, art director, production assistant, director, camera operator, series editor, grip, gaffer, producer, director, location manager, wardrobe manager, costume designer, fashion designer) - Visual Special Effects (VFX)(e.g. concept artist, lighter, match move artist, root artist, layout artist) - radio (e.g. presenter, series editor, producer, sound engineer, station manager) 2.2 print and digital content, e.g. - advertising and marketing (e.g. art director, copywriter, media planner, graphic designer) - publishing (e.g. newspapers and magazines – journalist, editor, sub editor, graphic designer, or e-publishing −journalist, editor, graphic designer, web designer) - photo imaging (e.g. editorial photographer, digital imaging, general practice photographer) 2.3 web and digital interactive content, e.g. - games and animation (e.g. stop motion animator, CG modeller, compositor, model maker, game designer, programmer, tester, graphic artist) 2.4 skills required to fulfill identified job roles, i.e. - practical and technical skills (e.g. performance skills, ability to operate a microphone/camera, scriptwriting, artistic skills, use of postproduction technologies) - specific industry knowledge (e.g. regulatory practice, competitors, health and safety procedures) - communication skills (e.g. etiquette, giving instruction, ability to present, networking in the industry) - oral (e.g. verbal, debate, discuss, team meetings) - written (e.g. responding to client brief, email communication, press releases, PR)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	• organisation (e.g. reliability, time-keeping, diary keeping, working to deadlines within specific preproduction, production, post-production job roles) • creativity (e.g. thinking outside box, artistic, innovative, adaptive, holistic, experimental) • problem solving skills (e.g. being pro-active, adapting to changes, implementing contingency plans) • working as part of a team (e.g. lead, disseminate information, delegate) 2.5 career pathways available within specific media sectors, i.e. • independent (e.g. self-employment, business start-up, freelance, entrepreneurial) • voluntary sector (e.g. project-based, community work, work experience) • employment (e.g. entry level positions) • work-based training (e.g. traineeship, apprenticeship, internship) • further education (e.g. independent or alternative specialist provision (drama or film school), college) • higher education (e.g. UK university, study abroad, independent sector)

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. Understand the products that are produced within and across media industries	P1*: Describe the media products for an identified industry sector (*Synoptic assessment from Unit 1 Media products and audiences)		D1: Discuss how successful media concepts have been positively exploited across multiple media industries
	P2: Explain the use of converging technologies within an identified sector	M1: Discuss how the industry has utilised developments in technologies	
2. Understand the behaviours, skills and attributes necessary within a chosen media industry	P3: Describe what skills are required for differing media industry job roles		
	P4: Explain the behaviours and attributes required for a specific job role	M2: Explain how personal behaviours and attributes affect career development opportunities within the media industry	D2: Explain the importance of etiquette when working on a media production

*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

LO1 Understand the products that are produced within and across media industries

P1: Learners will choose a specific media industry and discuss the types of products within this industry. This will include an assessment of the way in which products are adapted, and institutions create brands and cross-media products across platforms to engage audiences. Evidence could be in the form of a report or audio-visual presentation. All research undertaken should be fully referenced and industry contacts credited.

P2: Learners will discuss new technologies that are now used within the industry sector at the stages of pre-production, production and post-production, including advertising and marketing. Evidence could be in the form of a report or audio-visual presentation. All research undertaken should be fully referenced and industry contacts credited.

M1: Learners are required to evaluate how new and digital technology have had an impact on their identified sector in terms of production technologies, marketing, distribution and ways in which audiences can now access products. Evidence could be in the form of a report or audio-visual presentation. All research undertaken should be fully referenced and industry contacts credited.

D1: Learners will fully evaluate how certain concepts and brands have been adapted into different media forms. This will be an assessment of at least one successful concept that has been adapted to become a cross-media product. There will be an assessment of how this concept or brand has been able to reach different audiences. Evidence could be in the form of a report, audio-visual presentation or Blog. All research undertaken should be fully referenced and industry contacts credited.

LO2 Understand the behaviours, skills and attributes necessary within a chosen media industry

P3: Learners are required to explain different job roles within their chosen sector and describe the skills needed for each job. Evidence could be presented in a report or audio-visual presentation format. All research undertaken should be fully referenced and industry contacts credited.

P4: Learners must explain the personal attributes and skills a person should have for a specific job role within a given and identified sector. The learner will discuss the character attributes, both professional and personal, that an ideal candidate for the job role would possess in order to be successful and fully carry out duties and wider responsibilities of the role. Evidence could be in the form of a report, audio-visual presentation or Blog. All research undertaken should be fully referenced and industry contacts credited.

M2: Learners should explore current job opportunities that exist within the given sector and learners must explain how skills and personal attributes may impact on being successful in this role. Evidence could be in the form of a report.

D2: Learners will explain the importance of professional etiquette when working as part of a team/in a specific role on a media production. Learners will fully demonstrate that they understand their position within the hierarchy of both the specific production process and role that enables others to complete the production successfully. Evidence could be in the form of a report, audio-visual presentation or Blog. All research undertaken should be fully referenced and industry contacts credited.

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.	Learners would be able to explore LO1 through work-placement or work-experience opportunities, either factored into the scheme of work or as enrichment activities, to really understand the different products which are created by the industry and what cross-media development involves. Learners could be encouraged to write up information gained about products, company sectors and day-to-day activities and tasks for LO2. Shadowing an industry professional, if possible, would be an excellent way for learners to fully value and evaluate the experience.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry practitioners could be invited to work with teachers to create realistic scenarios for problem solving a cross media issue, or developing potential cross media concepts.
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.	For both LOs guest speakers from a variety of industries and job roles (e.g. sound technician, radio producer, features writer, sub-editor from the Media industry) can be invited to talk to the learners and provide master classes technology advancements and their impacts.
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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