

Cambridge TECHNICALS LEVEL 3

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DIGITAL MEDIA

Unit 26

Application of converging technologies
within a digital design proposal

A/615/1710

Guided learning hours: 90

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UNIT 26: Application of converging technologies within a digital design proposal

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Guided learning hours: 90

Essential resources required for this unit: None

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

In the current technological evolution, every sector is being impacted with new ways of working and different solutions to those historically employed. This requires individuals to be flexible and agile in the way they work, develop and collaborate with new and adapted roles required almost daily.

This unit is designed to raise the your awareness of the converging and developing technologies synoptically with your other learning activities enabling you to evaluate historical activities, products and markets within the wider digital media context. This awareness will then provide you with the understanding of how activities have evolved and why; enabling you to innovatively develop creative and persuasive product proposals for cutting edge product developments. You will have the skills and knowledge to be able to collaborate and manage activities and resources in the digital media sector with practical experience when competing for roles within media development projects.

Your proposal design will focus on a product to reach a new target audience or market using carefully selected elements of available converging technologies to meet the specific needs. Whether you are working with a social media focus, product promotion or repurposed content you will be able to consider the most manageable and cost effective solutions to meet a need whilst also considering the wider impacts on your audience, society and future markets. Therefore, it is essential that this unit is carried out synoptically when you have secured the relevant knowledge, skills and understanding from other units within this qualification to support your activities.

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. Be able to research the development of digital media technologies to support the planning of a new product</p>	<p>1.1 The media industry has continuously evolved and changed rapidly, i.e.</p> <ul style="list-style-type: none"> • media product trends in the pre-digital age (e.g. early 20th Century, pre-war, war, post-war, 1960s) <ul style="list-style-type: none"> ○ product formats/types, i.e. <ul style="list-style-type: none"> - print production (e.g. photography, newspapers and magazines) - radio/audio (e.g. public information broadcasts, plays, music, commercial radio) - music, i.e. record players and gramophones - animation (e.g. zoetrope) - cinema (e.g. silent movies, talkies, golden era, drive-in) - TV (e.g. static to moving image, analogue, colour and sound) ○ purposes, i.e. <ul style="list-style-type: none"> - public information and communication (e.g. the formation of the BBC) - consumerism - advertising - propaganda • the digital revolution (e.g. 1980s, 1990s, post-millennium) <ul style="list-style-type: none"> ○ the development of the personal computer ○ TV (e.g. video, digital, DVD and Blu-ray, 3D) ○ audio sound systems (e.g. surround sound) ○ interactive/online media (e.g. WWW, 360 videos) ○ games (e.g. early computer games (pong, space invaders), handheld, console, CD, motion sensing, virtual reality) ○ augmented reality ○ 3D projection mapping • developments, i.e. <ul style="list-style-type: none"> ○ analogue switch off ○ online gaming

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> ○ digital cameras ○ de-regulation (e.g. expansion of ownership due to re-regulation) ○ distribution, i.e. <ul style="list-style-type: none"> - technologies (e.g. TV, B&W, colour, introduction world-wide-web, broadband) - visual media (e.g. VHS vs. Betamax, replaced by CD/DVD, Blu-ray vs. HD) - e-books and digital magazines - DAB and internet radio - Apps and online gaming vs. CD/DVD - scheduling, i.e. traditional scheduling/broadcast vs new and emerging scheduling (e.g. on-demand delivery and viewing by user, death of scheduling) <p>1.2 Media/post millennium technology has diversified and converged, i.e.</p> <ul style="list-style-type: none"> ● new technologies for, i.e. <ul style="list-style-type: none"> ○ broadband (e.g. fibre optics and super broadband) ○ wireless (e.g. Wi-Fi, NFC and bluetooth) ○ platforms (e.g. computers, smart phones, smart devices, mobile devices, cloud services, free content sharing (e.g. YouTube, Pinterest, social media)) ○ channels of distribution, i.e. for: <ul style="list-style-type: none"> - digital media content, - direct to target audience, - on-demand streaming (e.g. iTunes and Netflix) ○ Web3 technologies (e.g. ability to monitor consumer habits) ○ GPS position fixing ○ voice over internet protocol (VoIP) ○ emerging technologies ● convergence of technologies, i.e. <ul style="list-style-type: none"> ○ how multiple technologies are combined into a single device or platform, i.e. <ul style="list-style-type: none"> - black box (e.g. smart phones, tablets, game consoles/multipurpose device) - mobile communications and the internet - interactivity - collaboration (e.g. gaming consoles with web connectivity for multi-user game play with VoIP) - sharing of materials (e.g. distribution of user created content still image/audio/audio visual) - location-based features to deliver relevant content <p>convergence of content (e.g. user-generated content with copyrighted material, prosumer)</p>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>These impact on developments, i.e. benefits and drawbacks:</p> <ul style="list-style-type: none"> • global/local social e.g. Gogglebox, YouTube • modelling identities and online persona, e.g. avatars • reaching new audiences and marketing opportunities • online archives, e.g. Wikis, catch-up TV • cross platform application and repurposing of media products to meet new markets • new media features • portability of platforms for media access • the changing trends of platform use • privacy, e.g. like, dislike, trolling, GPS location tracking • psychological influences and medical conditions, e.g. obsessive/compulsive disorders • cost implications, e.g. rapid depreciation and product lifespan • geographical restrictions, e.g. local connection speeds, governmental restrictions, digital divide
<p>2. Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal</p>	<p>2.1 Large conglomerates have evolved (e.g. BBC, ITV, Warner Brothers, Sony, Microsoft, IBM, Apple, News Corporation, Google and Bauer), i.e.</p> <ul style="list-style-type: none"> • evolution, i.e. <ul style="list-style-type: none"> ○ evolution of products due to diversification: <ul style="list-style-type: none"> - mergers (e.g. formation of news corporations) - takeovers (e.g. IBM buying Apple, Google buying YouTube) - franchising (e.g. ITV moving to franchise) ○ integration: <ul style="list-style-type: none"> - horizontal, i.e. the rise of telecoms, taking over functions that used to belong with broadcasting institutions (e.g. Sky, Virgin, BT sport broadcasting, Amazon Prime/LOVEFILM) - vertical i.e. moving to online news and video reporting. (e.g. Metro, Times online, BBC, internet radio, live streaming of broadcasts) ○ outsourcing (e.g. independent production companies, freelancers) ○ cultural change within media organisations to maintain market share (e.g. multi-platform, use and availability) <p>2.2 New and emerging organisations differ</p> <ul style="list-style-type: none"> • new types of organisations, i.e. <ul style="list-style-type: none"> ○ internet companies (e.g. Amazon, Netflix) ○ social media (e.g. Facebook, Twitter, Instagram, YouTube providing global and local activities) ○ emerging organisations (e.g. 42 Entertainment) <ul style="list-style-type: none"> - user generated content - paid blogging - app developers

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> ○ media distributors, i.e. <ul style="list-style-type: none"> - video on-demand, streaming, downloading, viral media and marketing, pay-per-view - music sharing and streaming (e.g. Spotify, Deezer and iTunes) - publications (e.g. Kindle Publishing) ● impacts of new organisation types, i.e. benefits and drawbacks <ul style="list-style-type: none"> ○ changes to the media landscape ○ fast start-ups, rapid growth and failure ○ time to market ○ global consumer product testing ○ competition ○ revenue streams (e.g. in-app purchases and advertising) ○ business models (e.g. remote working, online upload, collaborative workspace) <p>2.3 Evolving roles within media organisations support the industry, i.e.</p> <ul style="list-style-type: none"> ● types of job roles: <ul style="list-style-type: none"> ○ traditional roles, responsibilities and descriptions ○ 'new media' job roles, responsibilities and descriptions, e.g. convergence of roles and changes to job titles ○ introduction of new job roles e.g. social media ● impacts of evolving job roles, i.e. benefits and drawbacks <ul style="list-style-type: none"> ○ smaller number of people employed ○ wider audiences and considerations ○ income streams for user generated content ○ need for entrepreneurial skills ○ CPD time and cost implications e.g. multi-skilled requirements ○ 24/7 scheduling and support requirements ○ change of technologies
<p>3. Be able to illustrate how the legal, ethical, social and moral issues are considered within the product proposal</p>	<p>3.1 Legal and regulatory requirements have continuously evolved and their implications, i.e.</p> <ul style="list-style-type: none"> ● Legislation, i.e. <ul style="list-style-type: none"> ○ Freedom of Information Act ○ Intellectual Property Rights ○ Data Protection Act (e.g. collecting data, using data, phone hacking, international boundaries) ○ Copyright, Designs and Patents Act 1988 (e.g. use of sources, crediting sources, ownership, orphan works, internet) ○ employment law (e.g. contracts) ○ libel, slander and defamation ● UK Regulators/certificators and censorship (e.g. ASA, BBFC, Ofcom, IPSO, PEGI, PRSM) ● non-regulators, e.g. guidance organisations such as W3C

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> • global differences to regulation and certification • licence to broadcast, e.g. TV, radio <p>3.2 Social, Ethical and Moral issues are created, i.e.</p> <ul style="list-style-type: none"> • Trolling • Harassment • Citizen journalism (instant online clips and articles, not formally regulated) • Individuals: <ul style="list-style-type: none"> ○ technophile (e.g. enthusiastic about new technology) ○ technophobe (e.g. fears, dislikes, or avoids new technology.) ○ digital native (e.g. born or brought up during the age of digital technology and so familiar with computers and the Internet from an early age) • Personal protection and safety, i.e. <ul style="list-style-type: none"> ○ security issues, i.e. ownership of personal information, unauthorised access and misuse of personal information ○ virus attacks and validity of source can be more challenging to secure a home network ○ suicide
<p>4. Be able to create a proposal using converging technologies to exploit the identified new markets</p>	<p>4.1 New and emerging channels of delivery are used to extend product reach to market.</p> <ul style="list-style-type: none"> • Channels for distribution (e.g. social media, video, web, print, game/interactive, blog/vlog) <ul style="list-style-type: none"> ○ usage (e.g. on-demand, push/pull advertising approaches, clickbait, clickable media) ○ format (e.g. Teaser trail, by tweeter, chat show circuit) ○ costing and restrictions of use (e.g. free, subscription requirements, copyright issues, national/global distribution) • Products, i.e. <ul style="list-style-type: none"> ○ audio-visual (e.g. trailer/clips) ○ adverts (e.g. interactive, audience engagement) ○ Apps ○ audio (e.g. sound bites) ○ games (e.g. Ultimate Reality Gaming) ○ graphics ○ animation • Platforms, i.e. <ul style="list-style-type: none"> ○ mobile (e.g. wireless technologies, smart phones, touch screen tablets) ○ fixed (e.g. wired technologies, TV, Radio, games consoles)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>4.2 To plan the use of converging technologies to enhance product reach i.e.</p> <ul style="list-style-type: none"> • Create project outline documentation scope, e.g. <ul style="list-style-type: none"> ○ product type ○ aims, objectives and drivers (e.g. launch new product, increase sales, increase brand awareness, reduced times and costs) ○ intended audience and expectations ○ SWOT ○ pre-production documentation ○ selection and justification of (e.g. channels, assets) ○ resources and techniques required for product repurposing • The alternative formats required for the repurposed product, diversity of approaches i.e. <ul style="list-style-type: none"> ○ new types of formats depending on platform and user engagement with media, social norms, i.e. <ul style="list-style-type: none"> - Interactivity of social media products (e.g. Facebook subtitles on videos, Social TV) - Audience engagement (e.g. gif animations of news headlines, webisodes, - user engagement contributing to the brand (e.g. participatory culture) • The considerations and implications of: <ul style="list-style-type: none"> ○ legal, ethical, social and moral (e.g. intellectual property rights, copyright royalties, misrepresentation, defamation, slander, privacy) ○ regulatory bodies (e.g. British Board of Film Classification (BBFC), ASA, Press Complaints Commission (PCC), PRS, Ofcom) • The appropriate marketing mix considerations for the planned cross media product, i.e. <ul style="list-style-type: none"> ○ people (e.g. stars, fans, production crew) ○ price (e.g. original game vs. +DLC and on-demand video such as Amazon Prime content) ○ promotion (e.g. innovation across platforms and cross-media) ○ place (e.g. where/at whom the product will be advertised and rationale)
<p>5. Be able to present a planned proposal that will widen audience reach through the use of converging technologies</p>	<p>5.1 To present a proposal, justifying decisions and choices made, i.e.</p> <ul style="list-style-type: none"> • How converging technologies will enhance the proposal and product <ul style="list-style-type: none"> ○ rationale for proposal, i.e. <ul style="list-style-type: none"> - marketing aims and objectives - benefits of repurposed product or service - target market and segment (e.g. consistent positioning)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<ul style="list-style-type: none"> ○ choice of effective channel(s) ○ content (e.g. key messages, clear, easy to adapt, interesting) ○ product style (e.g. recognition - creating a consistent visual identity, common look and feel, message, consistent customer experience). ● Social, Moral and Ethical design and market decisions ● How to monitor campaign effectiveness and reach, i.e. <ul style="list-style-type: none"> ○ consumer reaction ○ consumer involvement ○ financial data <p>5.2 Feedback and revision of proposal, i.e.</p> <ul style="list-style-type: none"> ● analyse the feedback ● identify types of problems ● decision on whether the proposal is still viable ● make changes to proposal in line with feedback and viability considerations

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. Be able to research the development of digital media technologies to support the planning of a new product	P1*: Explain how the digital revolution will impact on your proposal for a new product	M1*: Analyse the developments within digital technologies and the opportunities generated from the relationships they have created between industries	
2. Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal	P2*: Explain the changing media marketplace and how this has provided the opportunity for the proposed new product		D1: Evaluate the evolution of historically large corporations to meet the challenges of a converging media market
	P3*: Describe roles required to support the content within the planned proposal	M2*: Compare traditional media roles with new emerging roles and the impact this has had on your product proposal	
3. Be able to illustrate how the legal, ethical, social and moral issues are considered within the product proposal	P4*: Describe how the proposal conforms to meet all legal and regulatory requirements		
	P5*: Assess the ethical, social and moral impact your proposal could have on stakeholders		

LO	Pass	Merit	Distinction
<p>4. Be able to create a proposal using converging technologies to exploit the identified new markets</p>	<p>P6*: Identify the channels and platforms to be used for the distribution of the new product</p>	<p>M3*: Justify how new audiences can be targeted by the new product</p>	
	<p>P7*: Create a project proposal specification document for the new product</p>		
<p>5. Be able to present a planned proposal that will widen audience reach through the use of converging technologies</p>	<p>P8*: Present the new product proposal to stakeholders</p>		<p>D2*: Critically evaluate how the negative impacts of converging technology will be minimised within the proposed campaign</p>
	<p>P9*: Explain analysed feedback for project feasibility</p>		

*OPPORTUNITIES FOR APPLYING LEARNING ACROSS UNITS

This identifies opportunities for developing links between teaching and learning with other units in the business suite.

Name of other unit and related LO	This unit and specified LO
<p>Unit 1 Media products and audiences LO1 Understand the ownership models of media institutions LO4 Understand the target audiences of media products LO6 Be able to evaluate legal, ethical and regulatory issues associated with media products</p>	<p>LO2 Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal LO3 Be able to illustrate how the legal, ethical, social and moral issues are considered within the product proposal LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p>
<p>Unit 2 Pre-production and planning LO1 Understand the factors that need to be considered during the planning of a media product LO4 Be able to create and evaluate pre-production documents for a new media product</p>	<p>LO4 Be able to create a proposal using converging technologies to exploit the identified new markets LO5 Be able to present a planned proposal that will widen audience reach through the use of converging technologies</p>
<p>Unit 3 Create a media product LO1 Be able to create a proposal with sample materials for an original media product to a client brief LO2 Be able to plan and develop pre-production materials for an original media product to a client brief</p>	<p>LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p>
<p>Unit 4 Interactive media product LO1 Be able to compare interactive media products LO2 Be able to initiate, plan and design a new interactive media product to a client brief</p>	<p>LO3 Be able to illustrate how the legal, ethical, social and moral issues are considered within the product proposal LO4 Be able to create a proposal using converging technologies to exploit the identified new markets LO5 Be able to present a planned proposal that will widen audience reach through the use of converging technologies</p>

Name of other unit and related LO	This unit and specified LO
<p>Unit 5 TV and short film production</p> <p>LO1 Be able to create pre-production materials for an extract for an original TV programme or short film</p> <p>LO4 Be able to present the extract to gather and evaluate audience feedback</p>	<p>LO2 Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal</p> <p>LO3 Be able to illustrate how the legal, ethical, social and moral issues are considered within the product proposal</p> <p>LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p> <p>LO5 Be able to present a planned proposal that will widen audience reach through the use of converging technologies</p>
<p>Unit 6 Social media and globalisation</p> <p>LO1 Understand how online and social media products are used</p> <p>LO2 Understand the impact of social media and globalisation on media audiences and producers</p> <p>LO3 Understand how global industries use social media</p> <p>LO4 Know how to plan and manage a social media campaign</p>	<p>LO1 Be able to research the development of digital media technologies to support the planning of a new product</p> <p>LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p> <p>LO5 Be able to present a planned proposal that will widen audience reach through the use of converging technologies</p>
<p>Unit 7 Journalism and the news industry</p> <p>LO1 Understand the news industry</p>	<p>LO2 Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal</p>
<p>Unit 9 Comics and graphic novels</p> <p>LO1 Know the graphic novels and comics industry</p> <p>LO2 Be able to plan the production of an original graphic novel or comic</p>	<p>LO2 Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal</p>
<p>Unit 10 Create a digital animation</p> <p>LO1 Understand the types and uses of animations</p> <p>LO2 Be able to plan an animation to a client brief</p>	<p>LO1 Be able to research the development of digital media technologies to support the planning of a new product</p> <p>LO2 Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal</p> <p>LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p> <p>LO5 Be able to present a planned proposal that will widen audience reach through the use of converging technologies</p>

Name of other unit and related LO	This unit and specified LO
<p>Unit 12 Game development LO1 Be able to develop a concept for a new digital game LO2 Be able to plan a level for a new digital game</p>	<p>LO1 Be able to research the development of digital media technologies to support the planning of a new product LO2 Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p>
<p>Unit 14 Radio Production LO1 Know how the radio industry operates LO2 Be able to investigate the technologies for multiplatform radio broadcasting LO3 Be able to create a plan for an original radio programme to a specific brief</p>	<p>LO1 Be able to research the development of digital media technologies to support the planning of a new product LO2 Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal LO4 Be able to create a proposal using converging technologies to exploit the identified new markets LO5 Be able to present a planned proposal that will widen audience reach through the use of converging technologies</p>
<p>Unit 15 Create audio-visual promo LO1 Understand the purpose of audio-visual promos LO2 Be able to generate ideas for an original audio-visual promo</p>	<p>LO1 Be able to research the development of digital media technologies to support the planning of a new product LO2 Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p>
<p>Unit 16 The creation and use of sound in media LO1 Understand how sound elements are used across media industries LO3 Be able to plan the production of sound elements for identified media purposes</p>	<p>LO1 Be able to research the development of digital media technologies to support the planning of a new product LO2 Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal</p>
<p>Unit 17 Visual and special effects LO2 Be able to plan audio-visual content with multiple effects for an identified purpose</p>	<p>LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p>
<p>Unit 18 Cinematography LO3 Be able to plan the recording of cinematic quality scene</p>	<p>LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p>

Name of other unit and related LO	This unit and specified LO
<p>Unit 20 advertising media</p> <p>LO1 Know how existing advertising campaigns embed advertisements across a range of media products</p> <p>LO2 Be able to plan a cross media advertising campaign to a client brief</p>	<p>LO3 Be able to illustrate how the legal, ethical, social and moral issues are considered within the product proposal</p> <p>LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p> <p>LO5 Be able to present a planned proposal that will widen audience reach through the use of converging technologies</p>
<p>Unit 21 Plan and delivery a pitch for a media product</p> <p>LO1 Be able to generate ideas for an original media product based on a client brief</p> <p>LO2 Be able to create a proposal and pitch for an original media product based on a given brief</p> <p>LO3 Be able to pitch ideas on a proposed media product and respond to questions</p>	<p>LO1 Be able to research the development of digital media technologies to support the planning of a new product</p> <p>LO2 Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal</p> <p>LO4 Be able to create a proposal using converging technologies to exploit the identified new markets</p> <p>LO5 Be able to present a planned proposal that will widen audience reach through the use of converging technologies</p>

ASSESSMENT GUIDANCE

LO1: Be able to research the development of digital media technologies to support the planning of a new product

- P1:** Learners are required to discuss how the digital revolution has had an impact on their identified product proposal and due to the new opportunities and technologies. Evidence could be in the form of a report, blog, information sheets, presentation or a fact file with illustrations. All research undertaken should be fully referenced and industry contacts credited.
- M1:** Learners will evaluate the developments within digital technologies and how these are used to support product planning and development and the opportunities they generate between media industries. Learners should consider the changes in terms of diversity and convergence in technologies in terms of planning, proposed production requirements and post production, as well as looking at the ways in which audiences will be able to access the proposed product. Evidence could be in the form of a report, blog or presentation. All research undertaken should be fully referenced and industry contacts credited.

LO2: Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal

- P2:** Learners will discuss how the evolution of media organisations have changed the market place prompting the diversification of the existing industry and the appearance of new organisation and the opportunities for new product developments, that make their identified product proposal possible. Evidence could be in the form of a report, presentation, blog or fact file with illustrations. All research undertaken should be fully referenced and industry contacts credited. This can then be extended to link into M1 and discuss how changing cross industry relationship opportunities have been generated.
- P3:** Learners will explain the different job roles required for the proposed content development and describe the skills needed for each role and how they will support the proposal. Evidence could be presented in a report or audio-visual presentation format. All research undertaken should be fully referenced and industry contacts credited.
- M2:** Learners are required to discuss the changing job roles within the media sector and how these will impact on their proposal. Learners should look at the traditional job roles (e.g. producer, camera person, and footage editor), detailing the attributes, skills and personal and professional characteristics for specific job roles. They should compare these to new emerging roles such as production editor; prosumer and the impacts these news roles will have and roles identified for their product development. Evidence could be in the form of a report, audio-visual presentation, information sheets or Blog. All research undertaken should be fully referenced and industry contacts credited. This may be extended evidence alongside P3.
- D1:** Learners will evaluate how large corporations have evolved to meet the changes required of converging media markets. This analysis will feed into their product proposal detailing how these challenges will impact on their proposal or how the new product will support organisations to overcome the converging market challenges. Evidence could be presented in a report or audio-visual presentation format. This may extend evidence from P2 and M1.

LO3: Be able to illustrate how the legal, ethical, social and moral issues are considered within the product proposal

- P4:** Learners are required to explain the legal and regulatory requirements applicable to their product proposal and detail how they have ensured their proposal has considered and conformed to these. The evidence could be presented as a written report, slide presentation, information sheets, commentary of audio-visual material or a fact file with illustrations.

P5: Learners will discuss how the ethical, social and moral impacts they identified when producing their proposal and how they have been considered to manage the impact on stakeholders. This can be evidenced using a written report or presentation with detailed speaker notes. This can be a continuation of the evidence produced for P4.

LO4: Be able to create a proposal using converging technologies to exploit the identified new markets

P6: Learners are required to explain the distribution channels and technology platforms that are realistic and feasible for the media product they are planning. This can be evidenced in the proposal as a written report or audio commentary with supported with images.

P7: Learners are required to create project proposal documentation of the for a media product idea. The format of the proposal should be a treatment if they are proposing an audio or audio-visual product or print-based and graphics product proposal, specification information for what they are proposing. The evidence could be presented as a proposal in written report or audio commentary supported with images.

M3: Learners should justify for their chosen products how the channels and platforms for distribution will enable new audiences to be targeted. There will be an assessment of how the proposal concept will be able to reach different audiences. Evidence could be produced in the form of a formal word-processed document, presentation or hand drafted documentation with supporting notes and documentation.

LO5: Be able to present a planned proposal that will widen audience reach through the use of converging technologies

P8: Learners must present the new product proposal to stakeholders. The stakeholder could be a teacher, industry specialist, a lay person, or a combination. Evidence of the presentation delivery should be audio-visually recorded along with any questions and feedback given.

P9: Learners must discuss their analysis of the feedback they received and differentiate between useful points and points would not enhance the new product and how these criteria impact on the feasibility of the project. This could be evidenced by a written report, presentation or Blog.

D2: Learners will critically evaluate the negative impacts of converging technology and then identify how these will be minimised in the proposed new product campaign. 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 mandatory in the Digital Media Practitioner for Product Development 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 engagement	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.	Students can undertake work experience with a variety of media organisations that work cross platforms. For example Sheffield Live TV in South Yorkshire offers a live streaming of both their radio and television programmes and all information is available across the web. Similarly institutions such as Bauer Media could be contacted to allow learners to experience the ways that such institutions use technological convergence to communicate with audiences.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Students could undertake regular activities that demonstrate the ability to plan a project or course. The adaptation could be set by a local digital employer. For example a local library could ask learners to plan how they would develop an interactive media resource for a book, or a local television station may ask how traditional programme can be transformed to appeal and engage audiences.
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.	The unit lends itself to input from local digital employers who use cross platform technologies to reach audiences. Alternatively the employer may have developed an adaptation and they could show learners their development process.
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	Industry experts from the individual products the learners are developing could launch and give feedback throughout the unit. For example the final pitches could be delivered to employers.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#)

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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