2016 Suite

Cambridge **TECHNICALS LEVEL 2**

IT

Cambridge
TECHNICALS
2016

Unit 7
Pitching the product

D/615/1361
Guided learning hours: 30
Version 1 September 2016

LEVEL 2

UNIT 7: Pitching the product

D/615/1361

Guided learning hours: 30

Essential resources required for this unit: Learners should have access to internal stakeholders (employers or tutors in role play) to whom a product can be pitched.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Once an IT product has been designed, pitching it to the right people in an appropriate format ensures that it gains approval. Using recognised tools and techniques to pitch products to internal stakeholders provides a stable springboard from which products can be launched. For a pitch to have a positive and memorable effect on a client, it must be innovative and provide an honest reflection of the product, its features and its capabilities.

This unit will give you the opportunity to learn about pitching a product to a client and the different communication methods used to pitch products to stakeholders.

This unit is optional in the Digital Software Practitioner and Digital Business Practitioner pathways in the Diploma.

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. Know the communication methods used to pitch a product to internal stakeholders	1.1. Communication methods used to pitch products, i.e.: • presentations • demonstrations • tutorials • videos • question and answer sessions 1.2. Types of internal stakeholders, i.e.: • owners • strategic managers • tactical managers • operational managers/supervisors 1.3. Visual communication tools, i.e.: • mood boards • story boards • mock-ups • designs of prototypes 1.4. Presenting data, i.e.: • market research results, (e.g. primary and secondary research) • costings • performance of prototypes 1.5. Success criteria of a convincing pitch, i.e.: • honest overview of the product and its capabilities • customised to meet the stakeholders' needs • short and decisive • consideration towards the competition • comprehensively planned and delivered • realistic overview of costs
2. Be able to pitch products to internal stakeholders	2.1. Select pitch method, i.e.: • presentation • demonstration • tutorial • supporting documentation,(e.g. product hand-outs) 2.2. Pitch design, i.e.: • scope • timing available • resources required • plan of delivery, e.g.:

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

	o flowcharts
	    o mind maps
	    o table format
	  • constraints, e.g.:
	    o financial
	    o operational
	    o technical
	2.3. Presenting a pitch, i.e.:
	  • use of interpersonal skills. e.g.:
	    o body language
	    o active engagement
	    o questioning
	    o confidence
	    o eye contact
	    o voice projection
	  • consideration of audience, e.g.:
	    o appropriate styles of language
	    o accessibility
	  • obtaining stakeholder backing for product
	  • pitch feedback, e.g.:
	    o questionnaire
	    o focus group
	    o stakeholders' notes
	2.4. Justify approach selected in pitching the product, i.e.
	  • benefits and drawbacks of chosen method
	  • will chosen method meet objectives of pitch?

3. Be able to reflect on pitching approaches	3.1. Methods of obtaining feedback from internal stakeholders, i.e.:
	  • questionnaires
	  • record of verbal feedback
	  • written review
	3.2. Reflection of pitching approach, i.e.:
	  • reflection techniques
	  • successes, pitfalls and potential areas for improvement
	3.3. Personal effectiveness for pitching products, i.e.
	  • identifying skills needed for pitching a product,(e.g. communication, interpersonal and technical)
	  • using pitching skills effectively
	  • suggesting skill modifications.

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 the communication methods used to pitch a product to internal stakeholders	P1: Outline the communication methods used to pitch a product to internal stakeholders		D1: Discuss the success criteria for communicating a convincing product pitch
2. Be able to pitch products to internal stakeholders	P2: Design a product pitch to present to internal stakeholders	M1: Justify the approach selected for pitching the product	
	P3: Pitch the product to internal stakeholders		
3. Be able to reflect on pitching approaches	P4: Obtain feedback on pitching techniques from internal stakeholders	M2: Review personal effectiveness for pitching products identifying changes to approach	

SYNOPTIC ASSESSMENT AND LINKS BETWEEN UNITS

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. See section 6 of the Centre Handbook for more information on synoptic assessment.

This unit and specific LO	Name of other unit and related LO
LO1: Know the communication methods used to pitch a product to internal stakeholders	**Unit 1: Essentials of IT** LO5: Know about the benefits of using IT in business
LO2: Be able to pitch a product to internal stakeholders	**Unit 1: Essentials of IT** LO5: Know about the benefits of using IT in business **Unit 2: Essentials of cyber security** LO1: Know about aspects of cyber security LO2: Understand the threats and vulnerabilities they can make LO3: Understand how organisations/individuals can minimise impacts from cyber security incidents **Unit 4: Creating programming solutions for business** LO3: Be able to plan business solutions using programming languages LO4: Be able to create business solutions using programming languages **Unit 5: Creating business solutions** LO3: Be able to present business solutions to stakeholders **Unit 6: Participating in a project** LO2: Be able to contribute to a project **Unit 8: Using emerging technologies** LO1: Know the technologies currently emerging LO2: Be able to explore how emerging technologies can support business needs **Unit 13: Creating websites** LO3: Be able to crate or modify components of websites to meet business needs LO4: Be able to update websites to meet business needs **Unit 14: Creating mobile applications for business** LO1: Know the uses of mobile applications within a business environment LO2: Be able to create mobile applications to meet business requirements LO3: Be able to improve mobile applications based on feedback **Unit 15: Games Design** LO1: Know the fundamentals of game design LO2: Be able to general game designs LO4: Be able to recommend additional features for game designs **Unit 16: Using social media channels for business**

This unit and specific LO	Name of other unit and related LO
	LO2: Be able to select social media channels to meet a business need
	LO3: Be able to create content using social media channels to meet business needs
	Unit 17: Using data analysis software
	LO3: Be able to use software to analyse data for business needs
	LO4: Be able to present the results of data analysis to client
	Unit 18: Creating visual business products
	LO1: Know about creating visual products for business
	LO2: Be able to select software and hardware for creating visual products for business needs
	LO4: Be able to improve visual products to meet a business need
LO3: Be able to reflect on pitching approach	**Unit 1: Essentials of IT**
	LO5: Know about the benefits of using IT in business

ASSESSMENT GUIDANCE

When designing a pitch, careful consideration should be shown to its scope, timing, resources, delivery plan and constraints to ensure that it can be delivered in a format which is accessible and is fit for the stakeholders' needs. Delivering a pitch which is out of scope, is too short or too long in length, is poorly resourced, has not be adequately planned or does not show any awareness of constrains can look unprofessional and can be off-putting for stakeholders, which can result in a lack of trust in the product. Strong communication plays a vital role in delivering a successful pitch. Selecting the most appropriate communication method to communicate a pitch can be integral to convincing stakeholders that the product will benefit their organisation and ultimately result in being implemented within the organisation.

LO1 Know the communication methods used to pitch products to internal stakeholders

P1: Learners must outline the communication methods used to pitch products to internal stakeholders. Each communication method must be appropriate for communicating a product pitch. Learners could evidence this by producing a help sheet which outlines each communication method.

D1: Learners must discuss the success criteria for communicating a convincing product pitch. They must discuss why each criterion is integral to communicating a convincing pitch. There should be a detailed discussion which shows a clear understanding of each success criterion. This could be an extension of the help sheet they created for P1 or a separate short report.

LO2 Be able to pitch products to internal stakeholders

P2: Learners must show documentation to evidence the designing of the pitch. This could include flow charts, a plan in a table format or a mind map. Whichever form of documentation they use they must outline how the pitch will be delivered, i.e. a plan of delivery. There must be evidence that learners

have considered the order in which they will deliver their pitch. Learners could choose an IT 'product' that they would like to pitch or tutors could provide the learners with an IT product.

M1: Learners must justify why they have selected the approach that they have used to pitch their product. There must be clear reasons as to why this approach was selected and justifications as to why the selected approach was successful. This could be evidenced through an evaluation or a reflective journal.

P3: Learners must pitch their product to internal stakeholders. The stakeholders can be an employer or tutors. Stakeholders must be or act as an internal member of an organisation. Learners must demonstrate that they have considered how they will use their interpersonal skills to deliver the pitch. The evidence could be a video recording of the pitch supported by a detailed observation from the tutor. If the stakeholder is an employer, a witness statement can be used to support the evidence. If an observation record or witness statement is used, then this must be supported by additional evidence from the learner, e.g. pitching documentation and resources.

LO3 Be able to reflect on pitching approaches

P4: Learners must obtain feedback from the stakeholders on the pitching techniques that they have used. This can be done by recording verbal feedback, by asking the stakeholders to complete a questionnaire or asking them to provide a written review. There must be clear evidence of the feedback obtained.

M2: Learners must review the personal effectiveness for pitching products. This must also include a definition of what they originally hoped they would achieve from the pitch, as described in the design and this must be reviewed against what has actually been achieved. This must also include a review of how the learner made use of their resources, e.g. stakeholders, planning tools or pitching method and their skills to deliver their pitch. There must be a response to the feedback that was obtained from P4 in the review.

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 Technical certificate qualifications

These qualifications have been designed to be recognised as Technical certificates 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.

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.	If the learner has planned to undertake a work-experience placement as part of their programme, there may be an opportunity for them to pitch a product to their supervisors that they have contributed to. A witness statement could be provided by the employer but if this is used, it must be supported by additional evidence.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	By pitching their product to employers, learners will be able to obtain feedback which they will be able to evaluate to achieve criterion D1. Although it is not mandatory for there to be employer involvement for this unit, input from an employer would provide a more realistic approach to product pitching compared to a simulated environment.
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.	When the learners present their product pitch, tutors could invite local employers to the centre to be involved in the pitch. This would allow learners to pitch their ideas to an employer who would, in theory, decide whether a product would be supported.
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.	If the learners present their pitch to an employer, the employer could provide a witness statement. This could act as supporting evidence but the witness statement must not be the sole piece of evidence for a learner achieving a criterion, the learner must provide additional evidence to support the witness statement.

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/it
or call our Customer Contact Centre on **02476 851509**

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