OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

Cambridge
TECHNICALS
2016

DIGITAL MEDIA

Unit 3

Digital media industry – products and audiences

M/616/9332

Guided learning hours: 60

Version 2 - August 2018 - black line indicates updated content

LEVEL 2

UNIT 3: Digital media industry – products and audiences

M/616/9332

Guided learning hours: 60

Essential resources required for this unit: None

Assessment: This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Digital media products are produced across a range of digital media sectors for a variety of purposes and target audiences. They are produced by both commercial and public service companies and feature technical elements to engage the audience. As technologies develop, the use of digital media allows producers to create exciting and memorable products.

In this unit you will investigate the various digital media industry sectors through the different types of products they produce. You will also look at the range of purposes and audiences that digital media products are created for. To demonstrate your practical understanding, you will plan, source and edit assets to create a prototype of a digital media product of your choice. To develop your communication skills, you will present the prototype to an identified focus group to gain feedback.

TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

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 to their work though these do not need to be the same ones specified in the unit content.

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**
1. Be able to research the different digital media sectors, their products and the job roles within them	1.1 The industry sectors that create and use digital media products, i.e. • TV/Film (e.g. BBC, Channel 4, Disney, Aardman) • education (e.g. BBC, Hodder) • advertising (e.g. multimedia and advertising agencies) • journalism (e.g. Reuters, CNN, The Times) • entertainment (e.g. game producers, App developers) 1.2 The different types of digital media products the industry produces, i.e. • interactive game (e.g. Call of Duty, Pokemon Go) • interactive website (e.g. Animal Planet, Bitesize) • interactive digital publishing (e.g. Flipboard, Vogue) • interactive multi-media product (e.g. Nivea print ad, Barclays floor projection) • interactive web animation (e.g. Audi curves, Gatorade push toy) 1.3 The technical elements that are used to create digital media products, i.e. • equipment (e.g. computers, cameras, software) • digital imagery (e.g. virtual/static camera shots, digital camera movements, computer generated) • editing (e.g. visual effects, interactive features) • use of sound (e.g. background music, sound effects, voice recording) 1.4 The main job roles and the skills required to produce digital media products, e.g. • Content Author (e.g. script writing, creative imagination) • Graphic Artist (e.g. drawing skills, layout design, character design, user experience skills) • Programmer (e.g. coding skills, user interaction skills) • Animator (e.g. coding skills, user interaction skills) • Proof Reader (e.g. language skills, communication skills)

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**
2. Understand how different genres, purposes and audiences influence the development of a digital media concept	2.1. The different purposes of digital media products, i.e. • educate (e.g. BiteSize, Disney) • entertain (e.g. Disney, Animal Planet) • promote/advertise (e.g. Ford, Sky) • provide a service (e.g. NHS Choices, Weightwatchers) 2.2. The different audiences that consume and interact with digital media products, i.e. • mass/niche • by age • by gender • by location • by ethnicity 2.3. The different genres of digital media content and their suitability for a client's purpose and audience, e.g. • action • comedy • horror • natural world • sci-fi
3. Be able to plan and produce the prototype of a digital media product	3.1. How to interpret client and audience requirements for a digital media prototype, i.e. • purpose (e.g. inform, entertain, promote, educate) • content (e.g. images, video, sound) • distribution (e.g. cross platform, web) • regulation (e.g. certification requirements, copyright) 3.2. How to plan the development of a digital media prototype, i.e. • planning documentation (e.g. call sheets, storyboards, recces) • source, edit and create assets (e.g. images, video, animation, sound, music, text, fonts) 3.3. How to create a prototype of a digital media product to meet a client's requirements, i.e. • import assets to appropriate software • create suitable interaction • create and import suitable multimedia components • apply suitable visual and sound effects • technical testing of the prototype

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

4. Be able to present a prototype of a digital media product to gather and review feedback	4.1. How to present the prototype to an identified audience, i.e.
	• the decisions made
	• reasoning behind them
	• how the prototype meets the requirements
	• finance requirements
	
	4.2. How to gain feedback from an identified audience on the prototype, i.e.
	• strengths of content choices and prototype
	• weaknesses of content choices and prototype
	• enhancement points to develop the final product
	• finance opportunities
	
	4.3. How to review feedback to inform the final product development, i.e.
	• improvements and development of the prototype based upon the feedback gained to take it into final production
	• self-evaluation of skills and techniques used to aid final product development
	
	4.4. Method for raising finance for a digital media product, i.e.
	• review finance method requirements
	   o advertising (e.g. web banners, audio advert)
	   o crowd funding (e.g. donations)
	   o client funding (e.g. fees, expenses)

GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	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 different digital media sectors, their products and the job roles within them	**P1:** Describe a chosen digital media sector, detailing its products	**M1:** Compare different digital media sectors, their products, and the job roles involved in producing them	**D1:** Discuss the job role skills and technical elements used to produce different digital media products
	P2: Describe the job roles relating to a digital media sector		
2. Understand how different genres, purposes and audiences influence the development of a digital media concept	**P3:** Describe the different purposes of digital media products		
	P4: Explain the different genres of digital media products and how they appeal to different target audiences		
3. Be able to plan and produce the prototype of a digital media product	**P5:** Describe the product requirements and produce planning documentation for a digital media product prototype	**M2:** Justify the assets and visual and/or sound effects choices made when producing and editing a prototype of a digital media product	
	P6: Produce a prototype of a digital media product		
4. Be able to present a prototype of a digital media product to gather and review feedback	**P7:** Present the prototype of a digital media product to a specified audience to gain feedback	**M3:** Analyse different methods of raising finance, including the requirements to support prototype development	**D2:** Develop an action plan with timelines, using the information gathered, to support the final product development
	P8: Review own skills and techniques used in production of the prototype to identify areas of strength and weakness relevant to developing the final product		

ASSESSMENT GUIDANCE

It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

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/.

LO1 Be able to research the different digital media sectors, their products and the job roles within them

This LO is about learners knowing about the different sectors of the digital media industry together with the roles and skills required for the different sectors.

P1: Learners must describe a chosen sector where digital media products are created and used, detailing the different types of products. Evidence can be in the form of a written report, presentation, a video of presenting the information, podcast, or an information guide.

P2: Learners must describe the job roles required to produce a digital media product for a chosen sector. This can build on the evidence from **P1** in the form of a written report, presentation, a video of presenting the information, podcast, or an information guide.

M1: Learners must compare different digital media sectors and their products identified in the teaching content. Learners must identify the job roles and skills required to produce each product. Evidence can be in the form of a written report, presentation, a video of presenting the information, podcast, or an information guide.

D1: Learners must discuss the different types of job roles, detailing their technical skills and technical equipment and elements used to produce different digital media products. Evidence can be in the form of a written report, presentation, a video of presenting the information, podcast, or an information guide.

LO2 Understand how different genres, purposes and audiences influence the development of a digital media concept

This LO is about the learners knowing about the different purposes of digital media products and the genres that appeal to different audiences.

P3: Learners must describe the different purposes of digital media products covering all the areas identified in the teaching content. Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide.

P4: Learners must explain the different genres of digital media products and how the selection of each is dependent upon the audience and purpose of the digital media product. Learners may cover any type of genre for this criterion; they are not limited to just those in the teaching content. Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide

LO3 Be able to plan and produce the prototype of a digital media product

This LO is about the learner planning and producing a prototype digital media product in response to a client's brief.

P5: Learners must describe the product requirements as part of the planning process for a digital media product. Leaners must produce planning documentation for the creation of a digital media product prototype. The evidence for this LO can be in the form of a variety of planning documents and supporting written report or presentation.

P6: Learners should source assets and combine them to produce a digital media product prototype. Evidence of this is the final digital media prototype together with any supporting documentation showing the development process.

M2: Learners should justify the assets and visual and/or sound effects used relating them to the product requirements previously identified. Evidence of this is the final digital media product together with supporting documentation, such as a commentary or short report, justifying the production choices made during the creation of the prototype.

LO4 Be able to present a prototype of a digital media product to gather and review feedback

This LO is about the learners developing communication skills to gain feedback on a digital media product. Ideally the learner will be developing a product for a real client and will present the prototype to them. However, if this is not possible, they may present the prototype to tutors, their peers, governors or a combination of these.

P7: Learners must present their prototype of the digital media product to an identified audience, outlining the production process. Learners should record feedback from their audience. Evidence could be in the form of written report, annotated screenshots, presentation or video/audio report analysing the audience's findings.

P8: Learners must review and evidence how they applied their own skills and techniques to support the development of the prototype digital media product, identifying areas for improvement. This should include areas such as planning, creation and prototype production. The model assignment for this unit identifies the opportunities for assessing the synoptic links by reviewing skills, knowledge and understanding throughout the completion of the units within this qualification. Evidence could be in the form of a written report, blog, vlog or podcast.

M3: Learners should analyse the different methods of raising finance and understand the requirements they would have to meet to support the prototype development. Evidence can be in the form of a written report, presentation, a video of presenting the information, podcast, or an information guide.

D2: Learners must use the feedback gained from the audience (**P7**), their self-review (**P8**) and their financial evaluation (**M3**) to develop an action plan with identified timescales against each action to identify how they will complete the required actions in time for them to develop their final product.

SYNOPTIC ASSESSMENT

Synoptic assessment is a feature of this qualification and it requires learners to use an appropriate selection of their skills, knowledge and understanding, acquired through all of the units that make up their qualification, in an integrated way and apply them to a key task or tasks.

This helps learners to develop their appreciation and understanding of the connections between the different elements of learning in this qualification to help make their curriculum meaningful and better prepare them for employment in the digital media sector, please see Section 6 of the centre handbook for more detail.

Links between this unit and other units:

Unit 1, Digital media and emerging technologies

Unit 2, Principles of concept design and pre-production

MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE 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 Level 2 Cambridge Technical Diploma in Digital Media.

This qualification has been designed to be recognised as a Technical Certificate in performance tables in England. It is a requirement of this qualification for centres to secure employer involvement through delivery and/or assessment of the qualification for every learner.

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 Centre Handbook (Section 5, Involving employers in teaching, learning and assessment) for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Shadow members of staff in a digital media organisation to look their job role and the skills required.
2. Students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Digital media company could provide a 'real world' brief to allow students to design and create a prototype product for a new product.
3. Students 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.	A visiting speaker from a digital media organisation, such as a web designer or animator, can deliver a lecture on the tasks they perform when creating a new product
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a student'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.	When students deliver the pitch of their product a web developer, animator or graphic artist could form part of the audience and so provide feedback.

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**