OCR
Oxford Cambridge and RSA

Cambridge **TECHNICALS LEVEL 2**

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 5

Creating digital media products

H/616/9344

Guided learning hours: 60

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ocr.org.uk/digitalmedia

LEVEL 2

UNIT 5: Creating digital media products

H/616/9344

Guided learning hours: 60

Essential resources required for this unit: None

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

This unit is to be assessed at the end of the learning programme. While carrying out tasks for the summative assessment activity, learners will draw on their skills, knowledge and understanding acquired through other units.

UNIT AIM

Digital media products are used to target different audiences and purposes.

By completing this unit you will gain knowledge and understanding about the different types of digital media products, their purposes and how their features and digital content is created to target different audiences. You will also use your knowledge and understanding of pre-production planning and documentation to plan and create an original digital media product. You will learn how to use a range of hardware and software to produce and edit your digital media product and to appeal to an audience for a specific purpose. You will use feedback on the digital media product you have created to evaluate your product, to further target your audience and to enable the product to fulfil its purpose.

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 create a proposal with sample materials for an original digital media product to a client brief	1.1 Requirements for consideration for an original digital media product, i.e. • purpose (e.g. inform, promote, educate) • target audience (e.g. age, gender, income) • genre (e.g. action, strategy, lifestyle, music) • scheduling/distribution (e.g. primetime, online, TV) • personnel (e.g. graphic designer, coder) • equipment (e.g. VR camera, DSLR, desktop publishing software) • budget (e.g. personnel, equipment, actors, client's given budget) 1.2 How to use and apply style, house-style and genre to an original digital media product, i.e. • animation (e.g. for a website, game, educational purpose) • website (e.g. entertainment, promotional, provide a service) • game (e.g. platform, 2D, 3D) • multi-media product (e.g. website, promotional materials, educational resources) • digital publishing (e.g. newspapers, magazines, advertising campaigns) 1.3 How to use and apply codes and conventions and production techniques to an original digital media product, i.e. • visuals, layout and design (e.g. alignment of text, font styles, digital graphics, colours, photography, environments, characters, scoring system, game objectives) • interactive features (e.g. GUI, video, user action, timed actions, hyperlinked buttons) • use of sound (e.g. sound effects, non-diegetic music) • techniques and effects (e.g. VR cameras, transitions, visual effects, image manipulation) • settings/locations (e.g. studio, digitally produced environments/backgrounds) 1.4 How to develop and use sample planning materials, i.e. • moodboard • mindmap • annotations on the brief

Learning outcomes	Teaching content
The Learner will:	**Learners must be taught:**
2. Be able to review and develop pre-production documentation for an original digital media product to a client brief	2.1 How to develop and review proposal ideas and legal and ethical issues in line with the brief, i.e. • proposal (e.g. purpose, target audience, genre, scheduling/distribution, personnel, equipment, budget) • regulation (e.g. IPSO, Ofcom, PEGI, ASA) • legislation (e.g. copyright, intellectual property, location permissions) 2.2 How to develop and review planning documentation, i.e. • visualisation diagram (e.g. digital publishing products, multi-media products) • wireframe (e.g. website) • storyboard (e.g. animation, game) 2.3 How to develop and review pre-production documentation, i.e. • recces and risk assessments (i.e. industry standard layout and criteria) • production schedules and workplans (i.e. to include key milestones and contingency plans) • call sheets and actor release forms (e.g. photoshoot, model, voice actor) • copyright permission forms (e.g. graphics, music, sound effects)
3. Be able to produce the digital media product to a client brief	3.1 How to use production equipment and software, i.e. • follow safe working practices (e.g. whilst using hardware, software, in studio) • follow pre-production material (e.g. storyboards, visualisation diagram, wireframe) • set up and operate hardware and software (e.g. DSLR, VR camera, desktop publishing software, image manipulation software, programming software) • create visuals, layout and design features to fit genre conventions 3.2 How to create and source assets, i.e. • create assets (e.g. title graphics, photos, interactive features, environments, backgrounds) • source copyright free assets (e.g. stock libraries) • review suitability of created and sourced assets (e.g. usability, style and genre, fitting codes and conventions) • write body copy (e.g. article, text to be used on a website)

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

4. Be able to edit the digital media product to a client brief	4.1. How to import assets into editing software, i.e.
	• set up project file
	• name project files and apply version control procedures
	• import assets, checking properties and settings are suitable for project file and purpose/distribution of product
	
	4.2. How to edit and apply post-production techniques to a digital media product, i.e.
	• editing techniques
	  o animation for web (e.g. movement of characters and or assets)
	  o website (e.g. interactive buttons, placement of assets)
	  o game (e.g. level and scoring system, characters)
	  o multi-media product (e.g. transitions, embedded assets)
	  o digital publishing product (e.g. Lorem, Ipsum, placement of assets)
	  o get initial client feedback on prototype and make changes (e.g. face to face meeting, email)
	• apply post-production techniques and methods to visuals and interactive elements
	  o transitions and visual effects (e.g. cuts, fades, zoom in and out, key framing)
	  o manipulating photographs (e.g. scaling, applying filters, masking)
	  o add sound effects and music
	  o manipulate layout and design features (e.g. composition, backgrounds)
	
	4.3. How to export the final media product with digital content, i.e.
	• export the final product in an appropriate format (e.g. tiff, eps, pdf, mp4, mp3, html)

5. Be able to review own skills and the final digital media product to a client brief	5.1. How to evaluate the product, i.e.
	• based on feedback (e.g. strengths and weaknesses)
	• against brief and purpose (e.g. have the purpose and client requirements been met?)
	
	5.2. How to evaluate own skills, i.e.
	  o strengths
	  o areas for improvement
	  o how using different skills and techniques could enhance a product

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 create a proposal with sample materials for an original digital media product to a client brief	**P1**: Create a proposal that outlines ideas for an original digital media product to meet the client brief	**M1**: Justify the codes and conventions and production techniques to be used in the intended digital media product to meet the client brief	
		P2: Create sample planning materials to support the proposal		
2.	Be able to review and develop pre-production documentation for an original digital media product to a client brief	**P3**: Develop and review pre-production material that meets the client brief	**M2**: Identify and address legal and ethical issues for the intended digital media product	
3.	Be able to produce the digital media product to a client brief	**P4**: Source a range of assets for an original digital media product	**M3**: Source and create assets that fit the style and genre for the intended digital media product	**D1**: Edit sourced and created assets to follow the production techniques and codes and conventions of the chosen genre to meet the client brief
4.	Be able to edit the digital media product to a client brief	**P5**: Apply post-production tools and techniques to your assets and export the final digital media product		
5.	Be able to review own skills and the final digital media product to a client brief	**P6**: Review the strengths and weaknesses of the final product against the client brief, identifying areas for future improvement		**D2**: Develop an action plan outlining how you will use the review findings to enhance the final digital media product
		P7: Review own skills and techniques used in the production of the final digital media product, identifying areas for future improvement		

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 create a proposal with sample materials for an original digital media product to a client brief

This LO involves learners creating a proposal to reflect their ideas based on a client brief. This will also involve learners creating sample materials to support their ideas and proposal.

P1: Learners must be able to create a proposal to document their ideas for an original digital media product. This could be evidenced in the form of a written report, presentation or vlog.

P2: Learners must be able to create sample planning materials based on the intended digital media product that will be produced for LO3 and LO4. This should build on and support the proposal for **P1** by learners being able to create planning documents that illustrate their ideas. This could be evidenced in the form of moodboards, mindmaps and/or an annotated brief.

M1: Learners must be able to justify the codes and conventions and production techniques that are to be used in the original digital media product in light of the client brief. This should build on the work produced for **P1** by learners giving examples of the codes and conventions and production techniques that will be created in their digital media product and explaining how they will be used to appeal to the audience and meet the client's requirements. This could be evidenced in the form of a written report, presentation or vlog.

LO2 Be able to review and develop pre-production documentation for an original digital media product to a client brief

This LO involves learners developing their planning documentation (i.e. proposal and sample planning materials and documentation). Learners will create applicable pre-production documentation which will be used to inform the production and post-production of their digital media product.

P3: Learners must be able to develop and review their proposal and planning documentation in order to meet the requirements of the products purpose, audience, style and genre, appropriate to their client brief. Learners must provide pre-production documentation for their digital media product that follows industry standard format and layout throughout. Improvements and amendments to proposals and planning documents can be evidenced using written annotations, a written report or vlog to evidence changes that have been made.

M2: Learners must identify and address legal and ethical issues in relation to their digital media product. This should build on the work produced for **P3** by learners outlining the applicable legal and ethical issues and regulation with examples and explanations of how they will be addressed. This could be evidenced as a written report, presentation or audio-visual commentary with images.

LO3 Be able to produce the digital media product to a client brief

This LO involves learners setting up and using production software and hardware to create and evidence the production of their digital media product. Learners should source and create assets that fit the requirements of the brief, codes and conventions, production techniques, style and genre of their digital media product.

P4: Learners must source a range of assets for their digital media product. Evidence of production (e.g. tools used) and sourcing assets (e.g. reference) should be recorded throughout. The use of production equipment and software should also be documented and evidenced throughout this stage. Evidence of sourcing and creating assets and using equipment and software should be supported with annotated screen shots and or audio-visual commentary with notes and images.

M3: Learners must source and create assets that fit the style and genre of the planned digital media product. This should build on the work produced for **P4** by learners explaining how their sourced and created assets meet the client requirements. This can be evidenced with annotated screen shots from **P4** or audio-visual commentary with notes and images.

D1: Learners must manipulate sourced and created assets that follow the production techniques and codes and conventions as outlined in the planning and pre-production documentation. This should build on the work produced for P4 and M3 by learners giving explanations of how their assets fit the production techniques and codes and conventions of the digital media product. This can be evidenced with annotated screen shots from P4, M3 and/or audio-visual commentary with notes and images.

LO4 Be able to edit the digital media product to a client brief
This LO involves learners using post-production techniques to create a prototype and to export the final version of the digital media product.

P5: Learners must be able to use appropriate post-production techniques and methods to create and export the final digital media product. Appropriate exporting formats are outlined in the teaching content. Evidence of using post-production techniques and methods should be provided in the form of audio-visual commentary with notes and images of actions completed.

LO5 Be able to review own skills and the final digital media product to a client brief

This LO involves learners gaining and reviewing feedback from the client and audience on their final digital media product. Learners should use the feedback to review the final outcomes of the digital media product. Learners will also review their own skills developed throughout completion of all units within this qualification and how these have impacted on the product development.

P6: Learners must review strengths and/or weaknesses of the final digital media product. They must explain why elements are strengths and the benefits they bring and/or explain why elements are weaknesses, how they impact on the product and give suggested improvements for development. Evidence could be in the form of a written report or vlog or annotations.

P7: Learners must review and evidence how they applied their own skills and techniques to support the development of the final digital media product, identifying areas for improvement. This should include areas such as planning, creation and production, visual and audio effects and editing in post-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. This review serves as a conclusion to the learner's programme of learning. Evidence could be in the form of a written report, blog, vlog or podcast.

D2: The action plan should identify how the learner will address the areas for improvement identified in the review findings relating to both own skills and techniques, and potential improvements to the digital media product, as gathered through completion of **P6** and **P7**.

SYNOPTIC ASSESSMENT

This unit acts as a synoptic unit within the Level 2 Cambridge Technical Diploma in Digital Media, Digital content for media products pathway and requires you to draw on your skills, knowledge and understanding developed throughout this qualification.

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

Unit 3, Digital media industry – products and audiences

Unit 4, Digital media content enhancement

Unit 9, Pitching advertising concepts

Unit 10, Developing digital media portfolios

MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR 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 employer involvement through delivery and/or assessment of these qualifications for every learner.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content (this unit is a mandatory unit in the Digital content for Media Products pathway), although we encourage you to find ways to engage with employers for other units as well.

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 – 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.	Centres could contact local gaming/publishing/interactive media production companies (e.g. SumoDigital, Finger Industries, Human Studios) to provide a presentation/workshop for learners to develop understanding, software, production skills in digital media products.
2. Students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	As part of LO1/ LO2 local digital media companies could be approached to oversee/have an input in creating a scenario for a brief that learners plan and create their digital media product towards.
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.	Local digital media companies provide a workshop on key production and post-production skills needed for LO3/4.
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.	Learners could pitch their ideas to a representative from a local digital media company acting as the panel. Professionals could also be asked by centres to give feedback as part of LO4/ LO5 to enable learners to make amendments to and/or review their digital media product.

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**