

Cambridge **TECHNICALS LEVEL 2**

Cambridge
TECHNICALS
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IT

Unit 18

Creating visual business products

Y/615/1438

Guided learning hours: 60

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UNIT 18: Creating visual business products

Y/615/1438

Guided learning hours: 60

Essential resources required for this unit: Visual production software

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Visual products come in a variety of different formats, sizes and purposes. These visual products will have been carefully designed so that they have the highest impact on its intended audience in order to achieve their purpose. These visual products will have been generated using computer technology and require fundamental design knowledge to ensure they are designed to be functional, easy to use, accessible, attractive and have suitable content.

Visual products could take the form of printed materials, web products (e.g. banners, adverts and interactive content), film, animation, augmented reality and more. Businesses need to give themselves a professional image when they use visual products and in a rapidly moving industry, it is important that their visual products are of a high quality or else a poor image can be given of the company.

This unit will provide learners with the knowledge of design fundamentals, software and hardware required to create computer generated visual products. It will also guide them in the skills needed to design and create visual products to meet a business need.

The aim of the unit is to give learners experience and understanding of the process involved in creating visual products to a business need as well as the skills to create them.

This unit is optional in the Award in Digital Business and is mandatory in the Digital Business Practitioner pathway 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	Teaching content
The Learner will:	Learners must be taught:
1. Know about creating visual products for business	1.1. Media for printed visual products (e.g. posters, packaging, point of sale promotions, magazine/brochures, leaflets, flyers) and Media for digital products (e.g. film, animation, interactive media, augmented reality, web banners, digital adverts, CGI) 1.2. Purposes of visual products i.e.: <ul style="list-style-type: none"> • entertainment and leisure • communication and socialising • education and training • marketing • virtual reality simulations • publishing • customer service/support 1.3. Design fundamentals i.e.: <ul style="list-style-type: none"> • raster/bitmap or vector • dimension • resolution • house style • layout • white space (Macro and Micro) • rule of thirds • typography • colour modes • file types 1.4. Identify business needs i.e.: <ul style="list-style-type: none"> • audience e.g.: <ul style="list-style-type: none"> ○ gender, age, income, occupation, education, household size, stage in the family life cycle, accessibility ○ address, location, climate, ○ personal attributes e.g. attitudes, values and lifestyle ○ existing or not existing customer • message (i.e. who, what, where, when, how and why) • design fundamentals (see design fundamentals listed above) • budget (how much is the business willing to spend and how the budget will be spent) • deadline e.g. time plan/Gantt chart showing when task will be complete in order to meet the deadline • existing branding

Learning outcomes	Teaching content
	<ul style="list-style-type: none"> • delivery platform (e.g. printed, digital devices)
<p>2. Be able to select software and hardware for creating visual products for business needs</p>	<p>2.1. Software e.g.:</p> <ul style="list-style-type: none"> • vector graphics software (e.g. Corel Draw, Visio, Serif Draw Plus, Adobe Illustrator) • raster graphics/bitmap software (e.g. Paintshop Pro, GIMP, Paint, Adobe Fireworks) • dedicated manipulation software (e.g. Photoshop, Photoshop Elements, Serif PhotoPlus) • web authoring (e.g. DreamWeaver, Serif Web 8, Microsoft Visual Studio) • video editing (e.g. Adobe Premiere, Windows Movie Maker, Corel VideoStudio) • animation package (e.g. Adobe Flash, Blender, GoAnimate) • sound editing software (e.g. Adode Audition, Audacity, WavePad) <p>2.2. Software considerations i.e.:</p> <ul style="list-style-type: none"> • file sizes (e.g.storage, file transfer, download speeds) • compatibility (e.g.web technology, hardware (Mac/PC/Mobile device, availability of software to run that file type) • compression (e.g.lossy and lossless) <p>2.3. Hardware i.e:</p> <ul style="list-style-type: none"> • specification (e.g. processor, memory, graphics card, sound card) • devices (e.g. monitor, printer, digital camera, scanner, graphics tablet) • file storage (e.g. CD ROM, hard drive, Cloud, USB) <p>2.4. Hardware considerations i.e.:</p> <ul style="list-style-type: none"> • processing speed • graphics capabilities • storage capacity • peripheral needs with respect to scanners, cameras, printers and graphics tablets • monitor capacity (e.g. size, refresh rate etc.)
<p>3. Be able to create visual products to meet business needs</p>	<p>3.1. Plan for different visual products e.g.:</p> <ul style="list-style-type: none"> • storyboards i.e. scene image, camera angles, lighting, sound effects, background music, motion arrows, dialogue, scene timings • visualisation diagrams i.e. sketches of ideas annotated to show reason for choices and designs including images, graphic styles, text and navigation • mood boards i.e. text, images and sample objects to reflect the themes, colour schemes, font, textures, and general appearance • flowcharts i.e. Inputs/outputs, process, decisions, arrows to show workflow • wireframes i.e. web page layouts showing content positions using shapes and lines • sketches i.e. hand drawings showing ideas of how designs could look • treatments i.e. medium, running time, synopsis, key scenes, key scenes, character lists

Learning outcomes	Teaching content
	<ul style="list-style-type: none"> • scripts i.e. scene, location, action/direction, characters, dialogue, parenthetical, transition, shot <p>3.2. Tools and techniques e.g.:</p> <ul style="list-style-type: none"> • standard software tools <ul style="list-style-type: none"> ○ freehand draw ○ rotate/flip ○ resize ○ crop ○ group/ungroup ○ layout grids ○ special effects (e.g. sharpen, soften, overlay) ○ templates (e.g. presentations, web pages) ○ other (e.g. colour manipulation, shapes) ○ colour depth (e.g. 8 bit – 256 colours, 16 bit – 64,000 colours). ○ transitions <p>3.3. Export into a suitable file format e.g.:</p> <ul style="list-style-type: none"> • animation e.g.: SWF, animated GIF • images e.g.: PNG, JPG, GIF • movie e.g.: AVI, WMV, MP4 • sound e.g.:MP3, OGG, WAV <p>3.4. Reflection i.e.:</p> <ul style="list-style-type: none"> • review (e.g. against original brief, appropriateness to audience, quality and content, strengths and weaknesses) • test plan (e.g. suitable content, conveys correct message, runs at suitable frame rate, runs for correct length, is in suitable format) • feedback (e.g. suitability for audience, aesthetics, possible improvements, suggestions for improvement from client, user and self) • check text (e.g. proofreading, spell check, grammar) • against requirements (e.g. size, download speed, image resolution) • legal requirements (e.g. not breaching Copyright, Intellectual Property Laws or licensing agreements pertaining to e.g. rights managed, royalty free, editorial, music, film)
<p>4. Be able to improve visual products to meet business needs</p>	<p>4.1. Present designs e.g.:</p> <ul style="list-style-type: none"> • samples e.g. mock ups, treatments, scripts, storyboards, footage • formal meeting e.g. written report, verbal presentation, focus group <p>4.2. Further tests i.e.:</p> <ul style="list-style-type: none"> • create test plan/table • functionality (e.g. working internal/external navigation, content loads/works) • usability (e.g. clear navigation, easy to use, speed) • accessibility (e.g. viewable in different screen resolutions, computer/laptop/mobile device)

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 about creating visual products for business	P1: Outline the use of visual products in business. <i>*Synoptic with Units 1 and 2</i>	M1: Explain the considerations required when targeting visual products to business needs	
	P2: Describe the design considerations for visual business products <i>*Synoptic with Units 1 and 2</i>		
2. Be able to select software and hardware for creating visual products for business needs	P3: Select software to produce a visual product for a specified business need <i>*Synoptic with Units 1 and 2</i>		
	P4: Select hardware to produce a visual product for a specified business need <i>*Synoptic with Units 1 and 2</i>		
3. Be able to create visual products to meet business needs	P5: Develop visual product to meet a specified business need. <i>*Synoptic with Units 1 and 2</i>	M2: Review the product against the specified business need	D2: Using the outcome of the review recommend enhancements to the visual product
4. Be able to improve visual products to meet business needs	P6: Present the visual product to the business	M3: Carry out the improvements and enhancements to the visual product as a result of feedback	

*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. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

This unit and specific LO	Name of other unit and related LO
LO1: Know about creating visual products for business	<p>Unit 1: Essentials of IT LO5: Know about the benefits of using IT in business</p> <p>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</p> <p>Unit 5: Creating business solutions LO2: Be able to design solutions to meet business needs LO3: Be able to present business solutions to stakeholders</p> <p>Unit 6: Participating in a project LO2: Be able to contribute to a project</p> <p>Unit 7: Pitching the product LO2: Be able to pitch a product to internal stakeholders</p> <p>Unit 8: Using emerging technologies LO1: Know about the technologies currently emerging LO2: Be able to explore how emerging technologies can support business needs</p> <p>Unit 16: Using social media channels for business LO3: Be able to create content for social media channels to meet business needs</p> <p>Unit 17: Using data analysis software LO1: Understand the data used by business</p>
LO2: Be able to select software and hardware for creating visual products for business needs	<p>Unit 1: Essentials of IT LO2: Know about software components LO5: Know about the benefits of using IT in business</p> <p>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</p>

This unit and specific LO	Name of other unit and related LO
	<p>Unit 5: Creating business solutions LO2: Be able to design solutions to meet business needs LO3: Be able to present business solutions to stakeholders LO4: Be able to use IT applications to meet business needs</p> <p>Unit 6: Participating in a project LO2: Be able to contribute to a project</p> <p>Unit 7: Pitching the product LO2: Be able to pitch a product to internal stakeholders</p> <p>Unit 8: Using emerging technologies LO1: Know about the technologies currently emerging LO2: Be able to explore how emerging technologies can support business needs</p> <p>Unit 16: Using social media channels for business LO3: Be able to create content for social media channels to meet business needs</p> <p>Unit 17: Using data analysis software LO1: Understand the data used by business LO2: Be able to select software to analyse data for business needs</p>
<p>LO3: Be able to create visual products to meet business needs</p>	<p>Unit 1: Essentials of IT LO2: Know about software components LO5: Know about the benefits of using IT in business</p> <p>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</p> <p>Unit 5: Creating business solutions LO2: Be able to design solutions to meet business needs LO3: Be able to present business solutions to stakeholders LO4: Be able to use IT applications to meet business needs</p> <p>Unit 6: Participating in a project LO2: Be able to contribute to a project</p> <p>Unit 16: Using social media channels for business LO3: Be able to create content for social media channels to meet business needs</p> <p>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 the client</p>
<p>LO4: Be able to improve visual products to meet business needs</p>	<p>Unit 1: Essentials of IT LO2: Know about software components LO5: Know about the benefits of using IT in business</p>

This unit and specific LO	Name of other unit and related LO
	<p>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</p> <p>Unit 5: Creating business solutions LO2: Be able to design solutions to meet business needs LO3: Be able to present business solutions to stakeholders LO4: Be able to use IT applications to meet business needs</p> <p>Unit 6: Participating in a project LO2: Be able to contribute to a project</p> <p>Unit 7: Pitching the product LO2: Be able to pitch a product to internal stakeholders</p> <p>Unit 16: Using social media channels for business LO3: Be able to create content for social media channels to meet business needs</p> <p>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 the client</p>

ASSESSMENT GUIDANCE

LO1 Know about creating visual products for business

P1: Learners could evidence these criteria with a report, presentation document or video presenting their ideas. Learners must identify a range of visual products used in business. Learner must outline the use of each visual product selected.

P2: Learners must describe, with reference to the examples of visual design products selected in P1, important design considerations that were taken into account. This evidence could be in the form of a report, presentation or video.

M1: Learners must explain considerations that need to be taken into account when targeting visual products to business needs. The evidence could be in the form of a report.

LO2 Be able to select software and hardware for creating visual products for business needs

Learners could be provided with a scenario outlining a business and its needs; this must enable them to design suitable visual products to meet these objectives. This maybe a theoretical business suggested by the teacher or one suggested by a business link: the scenario must be sufficiently detailed and complex to allow learners to achieve all assessment criteria.

P3/P4: Learners must select software and hardware that would be required to produce a visual product in relation to a specific business need. The evidence could be a short report identifying the visual product(s) to be created and then identification of the hardware and software they would select in order to create the visual product.

D1: Learners must justify the use of the selected hardware and software for the specified business need. This could be an extension of the report for P3/P4 where the learners justify the considerations that they have taken into account when selecting the software and hardware.

LO3 Be able to create visual products to meet business needs

P5: Learners are required to develop a visual product to meet a specified business need. Part of the development process is the planning of the product not just the actual creation of it. Consideration should also be given to the end use for the product so learners will need to consider what file format the final product will have. Evidence will therefore include evidence of planning as well as the final product itself.

M2: The learners are required to review their product against the specified business need. The evidence of the review could take the format of a report or a presentation. It may also include evidence from seeking feedback from others.

D2: The learners are required to recommend enhances to the visual product they developed in P5 based on the outcome of their review in M2. The evidence could be in the format of a report, presentation or annotated designs.

LO4 Be able to improve visual products to meet business needs

P6: Learners must present their visual product to the business. This could be to the assessor or an actual business and presented through either a written report, presenting prototypes of the visual products in the medium they are intended or through a presentation delivered in a formal meeting. The evidence will be the format of how the learner presented their visual product.

M3: Learners are required to carry out improvements and enhancements to the visual product they developed in P5 and presented in P6. The evidence will be the visual product once these enhancements and improvements have been carried out. Further evidence could include documented information relating to the feedback they received.

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 elements of the mandatory content. This unit is mandatory in the Digital Business Practitioner 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.	Learners could visit, video call or be visited by a design company willing to demonstrate how they go about designing visual products.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	The business need could be supplied by a local company will to be the client for the brief set either by the learner or the centre. This business could then provide feedback on the visual products when they are presented as part of D1 assessment criterion.
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.	This unit could be paired with Unit 7 Pitching the Product where a local design company could lead master classes or lectures on how the learner take a brief they have issues and create the product and pitch it to themselves or one of their clients.
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.	

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**



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