

Cambridge TECHNICALS LEVEL 2

Cambridge  
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# DIGITAL MEDIA

Unit 2

Principles of concept design and pre-production

K/616/9412

Guided learning hours: 60

Version 1 March 2018



## **LEVEL 2**

### **UNIT 2: Principles of concept design and pre-production**

**K/616/9412**

**Guided learning hours: 60**

**Essential resources required for this unit: None**

**This unit is externally assessed by an OCR set and marked examination.**

#### **UNIT AIM**

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The aim of this unit is to allow you to develop the knowledge, skills and understanding that you will require to plan a new digital media product. You will understand how to create pre-production documents in relation to client requirements and how to plan projects to meet the needs of both the client and the target audience.

You will also learn how to research project requirements together with the assets required and then take a project from its initial conceptual plans, to the creation of detailed planning documentation that could allow the digital media product to be developed. You will understand the legal and regulatory requirements that apply when planning for a new digital media product. You will also explore the time and financial constraints and issues that can apply and how these can be considered and planned for to potentially reduce any negative effects within the planning process.

## 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.

Where teaching content contains i.e. and e.g. under specific areas of content, the following rules will be adhered to when we set questions for an exam:

- A direct question may be asked about teaching content which follows an i.e.
- Where unit content is shown as an e.g. a direct question will not be asked about that example.

	Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
1	Be able to research client and target audience requirements for a new digital media product	1.1	Research client requirements, i.e. <ul style="list-style-type: none"> <li>• primary sources, i.e.               <ul style="list-style-type: none"> <li>○ client brief</li> </ul> </li> <li>• secondary sources, i.e.               <ul style="list-style-type: none"> <li>○ existing products</li> </ul> </li> <li>• purpose (e.g. inform, educate, entertain, provide a service)</li> <li>• style/theme/genre</li> <li>• content</li> <li>• delivery method (e.g. platform, format)</li> </ul>	1.1	Learners should be able to interpret a client brief and provide a suitable response based upon the details gathered.
		1.2	Client brief provision, i.e. <ul style="list-style-type: none"> <li>• written brief</li> <li>• advert</li> </ul>	1.2	Learners should be able to interpret client briefs provided in a range of formats.

	Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
		1.3	Target audience demographics, i.e. <ul style="list-style-type: none"> <li>• gender</li> <li>• age</li> <li>• ethnicity</li> <li>• income</li> <li>• location</li> <li>• accessibility</li> <li>• mass /mainstream audiences</li> <li>• niche</li> </ul>	1.3	Learners should be able to understand how the different aspects of target audience profiles can affect the design and creation of a digital media product.
2	Be able to carry out research into the financial and time constraints that can affect the creation of a new digital media product	2.1	Production schedule i.e. <ul style="list-style-type: none"> <li>• workflow</li> <li>• tasks</li> <li>• activities</li> <li>• timescales</li> <li>• deadlines (e.g. client review, product test, launch date)</li> <li>• milestones</li> <li>• contingencies</li> <li>• resources/assets</li> </ul>	2.1	Learners should be able to plan the timeline and workflow of a specified digital media product.
		2.2	Asset research, i.e. <ul style="list-style-type: none"> <li>• type of asset (e.g. image, animation, sound clip)</li> <li>• location of asset (e.g. asset log, storage location, source)</li> <li>• asset usage permission</li> </ul>	2.2	Learners should be able to research and store a range of assets required for a specified digital media product.
		2.3	Budgetary constraints, i.e. <ul style="list-style-type: none"> <li>• client's proposed budget</li> <li>• budget consideration (e.g. equipment hire, actors)</li> <li>• resources (e.g. camera, computer, microphones, lighting)</li> <li>• personnel (e.g. animator, camera person, director, producer)</li> <li>• locations (e.g. studio, street, office)</li> </ul>	2.3	Learners should be able consider the various budget requirements/constraints for a specified digital media product.

	Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
3	Be able to select and produce the correct pre-production documents for the creation of a new digital media product	3.1	The purpose, contents and use of pre-production documents, i.e. <ul style="list-style-type: none"> <li>• moodboard</li> <li>• mindmap/spider diagram</li> <li>• storyboard</li> <li>• script</li> <li>• layout and design documents, i.e. <ul style="list-style-type: none"> <li>○ flat plans, rough sketch, visualisation diagrams</li> </ul> </li> <li>• prototype</li> <li>• production schedule</li> <li>• asset table</li> </ul>	3.1	Learners should be able to select the correct document(s) to plan a specified digital media product. Learners should be able to create the documents to produce a specified digital product.
4	Understand how legal and ethical issues apply to the creation of a new digital media product	4.1	Legislation applied to the use of assets, i.e. <ul style="list-style-type: none"> <li>• Copyright</li> <li>• Trade Mark</li> <li>• Intellectual property</li> </ul>	4.1	Learners should be able to apply the requirements of the relevant legislation to the use of assets in the production of a specified digital product.
		4.2	Legislation applied to media production, i.e. <ul style="list-style-type: none"> <li>• data protection (e.g. compliance with legislation)</li> <li>• privacy (e.g. laws covering individual rights)</li> <li>• certification and classification</li> <li>• defamation (e.g. libel, slander)</li> <li>• public liability</li> <li>• permissions (i.e. locations, image use, notification of filming)</li> <li>• rights (i.e. land owners, actors)</li> </ul>	4.2	Learners should be able to apply the requirements of the relevant legislation to the production of a specified digital product.
		4.3	Ethical issues, i.e. <ul style="list-style-type: none"> <li>• sensation (e.g. overhyping, false statements and false news)</li> <li>• offensive material</li> <li>• privacy (e.g. hacked images, intrusive photos)</li> <li>• exploitation (e.g. levels of pay, male vs. female, ageism)</li> </ul>	4.3	Learners should be able to consider various ethical issues that can affect the production of a specified digital product.

	Learning Outcome The Learner will:		Teaching Content The Learner must be taught:		Teaching exemplification
5	Understand the role of regulatory bodies in the development of a new digital media product	5.1	Roles of the regulatory bodies in digital media production, i.e. <ul style="list-style-type: none"> <li>• BBFC</li> <li>• IPSO</li> <li>• Ofcom</li> <li>• PEGI</li> <li>• ASA</li> </ul>	5.1	Learners should be able to consider the roles of regulatory bodies and how to meet their requirements during the production of a specified digital product.
6	Understand health and safety issues that must be considered during the complete production process for a new digital media product	6.1	Health and safety considerations for pre-production, i.e. <ul style="list-style-type: none"> <li>• IT working practices</li> <li>• location recces</li> <li>• risk assessments</li> </ul>	6	Learners must be able to identify the health and safety issues that can develop during the different phases of the development of a digital media product.  Learners should be able to identify and take steps to reduce the health and safety issues identified.
		6.2	Health and safety considerations during production, i.e. <ul style="list-style-type: none"> <li>• IT working practices</li> <li>• location recces</li> <li>• risk assessments</li> <li>• use of equipment (i.e. stabilising, positioning, movement)</li> </ul>		

## LEARNING OUTCOME (LO) WEIGHTINGS

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Each learning outcome in this unit has been given a percentage weighting. This reflects the size and demand of the content you need to cover and its contribution to the overall understanding of this unit. See table below:

<b>LO1</b>	48%
<b>LO2</b>	
<b>LO3</b>	28%
<b>LO4</b>	
<b>LO5</b>	12%
<b>LO6</b>	12%

## ASSESSMENT GUIDANCE

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The knowledge and understanding assessed in this unit will underpin the skills and understanding required in all of the other units in this qualification.

This unit will require learners to apply learning acquired in Unit 1. Knowledge and understanding from units 1 and 2 will also be applied in the assessment of units 3 to 10.

The assessment will be set and marked by OCR and will require learners to prepare a proposal in response to pre-release material. There are 50 marks for the assessment. The external assessment should take approximately 10 hours.

Pre-release material will be made available to centres ten weeks prior to the one-week evidence upload window. Pre-release material for this unit will contain a client brief. Pre-release material will be changed each series.

### Controls for the assessment

In order to ensure validity and reliability, controls are set for the assessment. These take a variety of forms, with varying levels of control, which are outlined below.

Ten weeks prior to the OCR stipulated one-week evidence upload window, pre-release material will be made available to centres, detailing the client brief.

This material must be made available to learners once it is released by OCR. Learners must be given approximately ten hours within the ten week assessment window in which to prepare their response to the pre-release material.

The ten hours should be divided into two phases:

**Research phase** (approximately five hours)

- The research phase for the proposal can be carried out under informal supervision, meaning that learners can undertake the research part of the process without direct supervision and outside of the centre if required. However, tutors must be able to authenticate that the research is the learner's own work. (Every learner should sign a declaration form - <http://www.ocr.org.uk/Images/261146-candidate-authentication-statement-for-ocr-cambridge-technicals.pdf>. Tutors must ensure sufficient supervision of the learner to make sure that all tasks completed are the individual learner's own work.
- The learner must not write up any aspect of their proposal during the research phase.
- The tutor must be able to ensure that measures are in place to apply this requirement.

During the research phase tutors can:

- explain the task
- advise on how the task could be approached
- advise on resources

During the research phase, tutors must **not**:

- comment on or correct the work

**Assessment Phase** (approximately five hours)

During this phase a high level of control must in place in order to be able to authenticate the work of learners. During the assessment phase, centres will need to conduct the assessment in accordance with JCQ Instructions for Conducting Examinations (<http://www.jcq.org.uk/exams-office/ice--instructions-for-conducting-examinations/instructions-for-conducting-examinations-2015-2016>). This will include the use of an invigilator.

The following controls will need to be in place:

- The write up of the proposal needs to take place under direct supervision.
- Learners are permitted to take in research notes which they have gathered during the five-hour research phase in order to write up their proposal in response to the client brief.
- Centres can provide multiple supervised sessions for learners to produce their final proposal.
- Centres are required to ensure that learners' work is kept secure between supervised sessions.
- Learners are not permitted to take work away during the assessment phase.
- Learners are permitted to revisit and refine their proposal during the scheduled supervised sessions.
- Work must be produced using IT.
- Centres must ensure that learners have controlled access to files. Learners must not be able to access any other files than those created during the supervised sessions or their research notes.

- Learners must not have access to the internet during the supervised sessions when they are writing up the proposal.
- Learners must reference all sources used.
- Each page of the work must be marked clearly with the learner's name, centre number and page number.

During the assessment phase, Tutors must **not** comment on or correct the work.

### Submission of the portfolio

- Work must be submitted to OCR electronically during the one-week evidence upload window. Guidance will be provided closer to the assessment window.
- Learners must not submit any material other than their response to the pre-release tasks.

During the one-week evidence upload window tutors must **not** comment on or correct the work.

### Authentication

Tutors must be confident that the work is the learner's own and to confirm this they must sign a Centre Authentication Form available on the OCR website.

## SYNOPTIC ASSESSMENT

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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 3, Digital media industry - products and audiences

Unit 4, Digital media content enhancement

Unit 5, Creating digital media products

Unit 6, Moving image industry - products and audiences

Unit 7, Using special and visual effects for moving image content

Unit 8, Creating moving image products

Unit 9, Pitching advertising concepts

Unit 10, Developing digital media portfolios

## 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 understand the skill requirements needed for planning a media production and the decision making processes. During their placement, learners could accompany a health and safety and risk assessment walk of a production site and could collect copies of policies and regulatory requirements for the organisation to review.
2. Students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	N/A
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 media organisation, such as a Producer or Web Designer, can deliver a lecture and demonstration regarding the decisions that they take when researching for a new digital media product and/or concept design together with the pre-production documents they would complete and why they would use them.
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.	N/A

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](http://ocr.org.uk/digitalmedia)**

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

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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