

Cambridge **TECHNICALS LEVEL 2**

# **DIGITAL MEDIA**

Cambridge  
**TECHNICALS**  
**2016**

**Unit 9**

**Pitching advertising concepts**

**M/616/9413**

**Guided learning hours: 30**

**Version 1 March 2018**

## LEVEL 2

### UNIT 9: Pitching advertising concepts

M/616/9413

**Guided learning hours:** 30

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

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

#### UNIT AIM

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Planning and pitching is an important stage in the digital media industry when communicating ideas to a client, securing funding or gaining feedback on early concept designs from an audience.

By completing this unit, you will gain skills and understanding in researching existing advertising campaigns and how they are effective in targeting different audiences using different distribution methods, persuasive techniques and codes and conventions. You will then apply this understanding by planning an original advertising concept based on a client brief. You will learn how to use a range of presentation software, create sample concept materials and develop transferable verbal and non-verbal skills to communicate and pitch your ideas to a client and/or audience. You will use feedback from the pitch to review and self-reflect on the pitching process and future developments for your concept.

## 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:
<p>1. Be able to research and review the features of existing advertising campaigns</p>	<p>1.1 How to research existing advertising campaign(s) to include:</p> <ul style="list-style-type: none"> <li>• target audience (e.g. age)</li> <li>• distribution formats and methods (e.g. TV, print, online)</li> <li>• persuasive techniques used, i.e.               <ul style="list-style-type: none"> <li>○ emotional appeal (e.g. use of language, imagery)</li> <li>○ peer approval (e.g. use of images and text)</li> <li>○ slogan (e.g. selling tagline)</li> <li>○ Unique Selling Point (USP) (e.g. celebrity endorsement, approved product)</li> </ul> </li> <li>• codes and conventions used, i.e.               <ul style="list-style-type: none"> <li>○ visuals (e.g. product design, house style, font style, photography, camerawork, editing techniques)</li> <li>○ use of sound (e.g. non-diegetic, voice over, sound effects)</li> <li>○ use of synergy for brand (e.g. cross-platform, social media links, hash tags, slogan)</li> </ul> </li> </ul>
<p>2. Be able to plan a pitch for an original advertising concept</p>	<p>2.1 How to understand the client's requirements, i.e.</p> <ul style="list-style-type: none"> <li>• purpose of advert (e.g. promote, raise awareness, generate income)</li> <li>• audience (e.g. age, gender, income)</li> <li>• audience profile (e.g. imaginary entity, collage of audience lifestyle)</li> <li>• concept format (e.g. print, online, audio-visual, audio)</li> <li>• budget (e.g. resources, personnel, advertising and distribution costs)</li> <li>• timescales (e.g. pre-production, production, post production, launch date)</li> <li>• contingency plans (e.g. designs, timescales)</li> </ul> <p>2.2 How to create a presentation, e.g.</p> <ul style="list-style-type: none"> <li>• use of presentation software (e.g. PowerPoint, online applications)</li> <li>• creating sample concept materials (e.g. visualisation diagrams, storyboards)</li> <li>• methods of feedback (e.g. questionnaires, surveys, focus groups)</li> </ul> <p>2.3 Presentation skills and preparation, i.e.</p> <ul style="list-style-type: none"> <li>• resources and aids (e.g. flash cards, images, text, sound)</li> <li>• rehearsal (e.g. timings, feedback from others, video recording)</li> <li>• amendments (e.g. presentation style, resources used for presentation, concept designs)</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to pitch ideas for an original advertising concept and review personal performance</p>	<p>3.1 How to deliver a pitch to a client and/or audience, i.e.</p> <ul style="list-style-type: none"> <li>• use of presentation style and resources (e.g. visual aids, use of presentation software)</li> <li>• use of sample concept materials</li> <li>• use of verbal communication skills (e.g. pace, volume, questioning)</li> <li>• use of non-verbal communication skills (e.g. body language, eye contact)</li> <li>• use of appropriate feedback tool to gather feedback (e.g. questionnaires, Survey Monkey)</li> <li>• adapt delivery as appropriate during delivery to meet the needs of the audience</li> </ul> <p>3.2 How to review the pitching process, i.e.</p> <ul style="list-style-type: none"> <li>• self-reflection (e.g. strengths, improvements, verbal and non-verbal communication skills, suitability of resources and aids used)</li> <li>• distribution of method of feedback</li> <li>• analysis of feedback results</li> </ul>

## 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 and review the features of existing advertising campaigns	<b>P1:</b> Identify the persuasive techniques used to appeal to an audience in an advertising campaign	<b>M1:</b> Explain the use of codes and conventions and distribution methods to target audiences in an advertising campaign	
2. Be able to plan a pitch for an original advertising concept	<b>P2:</b> Plan a pitch for an original advertising concept that meets client requirements <b>P3:</b> Create sample concept materials	<b>M2:</b> Plan for, and be able to respond to, client questions	
3. Be able to pitch ideas for an original advertising concept and review personal performance	<b>P4:</b> Deliver a pitch for an original advertising concept, using appropriate verbal and non-verbal skills <b>P5:</b> Review effectiveness of the pitching process, identifying things that could be done differently		<b>D1:</b> Adapt a planned pitch during delivery, to meet the needs of the audience

## ASSESSMENT GUIDANCE

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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 and review the features of existing advertising campaigns**

This LO involves learners reviewing an advertising campaign (i.e. must include more than one advertising method (e.g. poster and billboard) that use different persuasive techniques). It also enables learners to understand advertising campaigns, persuasive techniques, codes and conventions and distribution methods.

**P1:** The learners must identify the persuasive techniques that have been used in an advertising campaign to appeal to different audiences. Examples of the different advertising campaigns considered should be included to support commentaries. This can be evidenced in the form of a written report with annotations, presentation or audio-visual video.

**M1:** The learners must explain how the codes and conventions and distribution methods (as outlined in the teaching content) are effective in targeting the audience for the campaign found. This should build on the work produced for P1 by learners explaining how codes and conventions and distribution methods enable the promotion/raise awareness of the product/service.

### **LO2 Be able to plan a pitch for an original advertising concept**

This LO involves learners using their research from LO1 to help them plan a pitch for an advertising concept based on a client brief. Learners will also use presentation software, create sample concept materials and visual aids to support their pitch and explain how they plan on meeting the client's requirements. Verbal and non-verbal skills must be developed as part of this LO, along with learners reviewing their progression of the planning process.

**P2:** Learners must plan a pitch to pitch their advertising concept ideas to meet client requirements. The pitch can be supported by the use of presentation software or other online applications that enable learners to present their ideas for their advertising concept. Learners must also plan methods of gaining feedback (e.g. questionnaires, Survey Monkey) which should be distributed to the client and/or audience when pitching the advertising concept for LO3. Evidence can be in the form of presentation including visual aids examples to support the pitch, which could include flash cards, images, text, and sound files.

**P3:** Learners must create sample concept materials to support the style and format of their advertising concept and to support the pitching of ideas and show early designs for the concept, with visual aids. Learners must include designs for all advertising methods featured in the concept. Examples of suitable sample concept materials are outlined in the teaching content. Evidence can be in the form of visualisation diagrams or storyboards.

**M2:** Learners must be able to identify and address the client requirements for their advertising concept. Client requirements have been outlined in the teaching content for this LO. This should build on the work produced for P2 and P3 by learners giving examples of possible questions and justifying how they will address the client requirements by showing understanding in the identification of/or response to client questions. Evidence can be in the form of a pitch script with types of expected questions to be covered.

### **LO3 Be able to pitch ideas for an original advertising concept and review personal performance**

This LO involves the learners pitching their LO2 planning work to a client and or audience. Learners will be able to communicate their ideas and explain on how they will address the client requirements using presentation software, visual aids and verbal and non-verbal communication skills. Learners will also distribute their chosen method of feedback to the client and/or audience.

**P4:** Learners must deliver their planned pitch for the advertising concept they have completed to the client and/or audience, using appropriate communication methods. This should be evidenced in the form of a video recording of the pitch. Learners must be able to distribute methods of feedback (e.g. questionnaires, Survey Monkey) to the client and or audience.

**M2:** Learners must explain how they plan on addressing the client requirements through the use of appropriate presentation software and visual aids. Evidence can be in the form of presentation including examples of visual aids to support the pitch, which could include flash cards, images, text and sound files.

**D1:** This should build on the delivery of ideas for P4 and M3 by learners being able to answer questions from the client and/or audience and, as a result of their questions, be able to adapt their original pitch plans to meet the needs of the audience. This does not mean changing any physical tools used to support the presentation, but rather that there is evidence that the learner adapted their planned script/verbal delivery in order to effectively respond to questions raised or audience feedback provided during the presentation. In order to meet this criterion, there needs to be evidence of unplanned, relevant interaction with the audience during the pitch. A witness statement should be used to support this criterion.

**P5:** Learners must be able to review the feedback from the pitch and complete a self-reflection exercise on the pitching process. This can be evidenced in a written report or vlog.

## 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 2, Principles of concept design and pre-production

Unit 3, Digital media industry – products and audiences

Unit 6, Moving image industry – products and audiences

## 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
Students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Centres could contact local advertising companies or departments (e.g. Bauer Media, Vivid Creative) to secure a workshop/presentation on how to pitch a new product to a client, and verbal and non-verbal communication skills.
Students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Local digital media companies could be approached to create a scenario for a brief that learners plan and create their advertising concept.
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, advertising companies or advertising departments could do a workshop on concept materials, pitching skills, verbal and non-verbal skills.
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 pitch their ideas to a representative from a local digital media company or advertising company/department acting as the panel. Professionals could also be asked by centres to give 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](https://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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