

Cambridge TECHNICALS LEVEL 2

# DIGITAL MEDIA

Cambridge  
TECHNICALS  
2016

Unit 10

Developing digital media portfolios

F/616/9352

Guided learning hours: 30

Version 1 March 2018



## LEVEL 2

### UNIT 10: Developing digital media portfolios

**F/616/9352**

**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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At the heart of this unit is being able to demonstrate creativity and media flair, which employers like to review when considering potential applications. The unit embeds a wide range of industry skills, knowledge and understanding through practical activities. It explores different job roles within the digital media pathways, which will enable you to be prepared for, and be one step nearer to, achieving your chosen media career.

In this unit, you will research job roles within the media industry. You will learn how to find and apply for these opportunities and recognise the skills needed to undertake these job roles. You will then develop a personal digital media portfolio for your chosen job role, which will enable you to demonstrate your creative skills and develop a prototype for review.

## 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. Understand different job roles within specified digital media pathways</p>	<p>1.1. Digital media pathways, i.e.</p> <ul style="list-style-type: none"> <li>• Digital Content Production:               <ul style="list-style-type: none"> <li>○ types of job roles (e.g. Creative Content Assistant, Junior Graphic Designer, Junior Journalist)</li> <li>○ types of activities within job roles (e.g. write and edit copy; capture images and audio; prepare and manage media assets; webpage management; social media interaction)</li> <li>○ skills required i.e.                   <ul style="list-style-type: none"> <li>▪ creative (e.g. branding, audiences, channels, marketing, campaigning, style, tone, non-linear writing, persuasive writing, publishing)</li> <li>▪ technical (e.g. audio-visual capture and manipulation, data gathering and analysis, content management systems, shorthand transcription)</li> </ul> </li> </ul> </li> <li>• Moving image and audio production:               <ul style="list-style-type: none"> <li>○ types of job roles (e.g. TV/Radio Broadcast Production Assistant, Runner, Broadcast Assistant)</li> <li>○ types of activities within job roles (e.g. capture video, pictures; graphics and sound; identify and manipulate media assets; report from a wide range of settings; interviews; social media interaction)</li> <li>○ skills required i.e.                   <ul style="list-style-type: none"> <li>▪ creative (e.g. interpret a brief, research, idea generation, presentation, write a brief, obtain assets, teamwork, interpersonal, health and safety, script writing)</li> <li>▪ technical (e.g. sound and picture recording, record taking and logging, clear copyright)</li> </ul> </li> </ul> </li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.2. Professional skill requirements for the industry, i.e.</p> <ul style="list-style-type: none"> <li>• legislation and ethical considerations (e.g. copyright, intellectual property, web accessibility, OFCOM, ASA, BBFC, IPSO)</li> <li>• health and safety (e.g. workplace procedures, risk assessment)</li> <li>• emerging trends and technology (e.g. viral marketing, user generated content (UGC))</li> <li>• workflow (e.g. budgets, production, documentation, negotiation, search-engine optimisation, research, gather and analyse data, sourcing equipment and personnel)</li> <li>• team work (e.g. collaborative working, positive working relationships, operate effectively)</li> <li>• written and oral communication (e.g. present persuasive ideas, pitches, proposals, resilience, commitment, confidentiality)</li> <li>• grammar (e.g. correct use of technical terminology)</li> </ul> <p>1.3. How to gain transferable skills and experience, i.e.</p> <ul style="list-style-type: none"> <li>• school (e.g. newsletter, open evenings, media products, exhibitions)</li> <li>• work experience (e.g. employers, industry professionals)</li> <li>• enrichment activities (e.g. clubs, Arts Award, workshops, Duke of Edinburgh Award)</li> <li>• voluntary experience (e.g. local newspaper, theatres)</li> </ul> <p>1.4. Where to find job vacancies, i.e.</p> <ul style="list-style-type: none"> <li>• advertisements (e.g. newspapers (e.g. local, regional, national); radio, TV)</li> <li>• websites (e.g. job agency websites, (e.g. Mandy.com, productionbase.co.uk) commercial/public service broadcasters)</li> <li>• social Media (e.g. LinkedIn, Twitter)</li> <li>• networking events (e.g. local business expos, careers fair)</li> </ul>
2. Be able to plan a personal digital media portfolio for a specific job role	<p>2.1. Purpose and use, i.e.</p> <ul style="list-style-type: none"> <li>• personal profile (e.g. skill set, personal identity, abilities, achievements, CV)</li> <li>• showcase (e.g. prospective employers, freelance opportunities, interviews)</li> </ul> <p>2.2. Plan personal media portfolio, i.e.</p> <ul style="list-style-type: none"> <li>• target audience (e.g. prospective employers, freelance opportunities, interviews)</li> <li>• resources required (e.g. equipment)</li> <li>• plan of delivery (e.g. structure, content)</li> </ul> <p>2.3. Scope creative content, i.e.</p> <ul style="list-style-type: none"> <li>• suitability (e.g. identify strengths and weaknesses)</li> <li>• type (e.g. different media mediums – photography, animation, film, video, showreel, audio-visual promos, soundtracks, sound effects, computer games, radio programme, editorial, copy, storyboards, scripts, TV programme, posters, prints)</li> <li>• digital (e.g. file types - jpeg, bmp, gif, mov, avi, mp4, mp3, wav, doc, pdf)</li> <li>• physical (e.g. paper, photo, canvas, print)</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to create a personal digital media portfolio for a specific job role</p>	<p>3.1. Presentation considerations, i.e.</p> <ul style="list-style-type: none"> <li>• format <ul style="list-style-type: none"> <li>○ digital (e.g. showreel, website, blog, social media platforms, DVD)</li> <li>○ physical (e.g. DVD, exhibition, paper portfolio)</li> </ul> </li> <li>• style (e.g. presentation, layout, fonts, colours)</li> <li>• organisation (e.g. index, sequence, different media, quality)</li> <li>• commentary (e.g. annotation, meaning, context)</li> <li>• online profile (e.g. social and professional networking links)</li> </ul> <p>3.2. Develop the personal media portfolio, i.e.</p> <ul style="list-style-type: none"> <li>• prototype (e.g. sample, draft, unpublished website)</li> <li>• review (e.g. justify, strengths, weaknesses, further development)</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. Understand different job roles within specified digital media pathways	<p><b>P1:</b> Identify different types of media job roles for a specific pathway</p> <p><b>P2:</b> Describe the creative, technical and professional skills required for a chosen digital media job role</p>	<b>M1:</b> Discuss how transferrable skills apply to the chosen digital media job role	<b>D1:</b> Justify suitability for the chosen job role. Discuss the strengths, weaknesses and any further developments to the portfolio
2. Be able to plan a personal digital media portfolio for a specific job role	<p><b>P3:</b> Plan a personal digital media portfolio approach for a chosen job role</p> <p><b>P4:</b> Identify types of creative content to be included in your portfolio</p>	<b>M2:</b> Explain the suitability of selected creative content for the chosen job role	
3. Be able to create a personal digital media portfolio for a specific job role	<b>P5:</b> Create a prototype for your digital media portfolio		

## 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 Understand different job roles within specified digital media pathways**

**P1:** Learners should research the different job roles within their chosen sector. Learners must be able to explore the different types of job roles within their chosen media pathway area. Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide.

**P2:** The learners must describe a specific digital media job role within their chosen sector. This is an extension to P1, which allows learners to take a specific digital media job role and develop their understanding of that role. Learners must be able to describe the required creative, technical and professional skills which are required for their chosen digital media job role. Evidence can be in the form of a written report, presentation, a video of presenting the information, or an information guide.

**M1:** The learners must discuss how any transferrable skills they have can be applied to the chosen digital media job role. Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide.

### **LO2 Be able to plan a personal digital media portfolio for a specific job role**

**P3:** The learners must show how they have planned the personal digital media portfolio to evidence their skill set, personal identity, abilities, achievements and CV. They should consider who the target audience would be and produce a plan of the portfolio structure. Evidence can be in the form of a written report, presentation, a video of presenting the information, or an information guide.

**P4:** The learners must scope the types of creative content to be included in the digital portfolio. They must look at the types of content they have, digital or physical and how they would include it into their portfolio. Learners could consider sourcing assets to show their interest areas, but these should be referenced as sourced references. Evidence can be in the form of a written report, presentation, a video of presenting the information, or an information guide.

**M2:** The learners must explain the strengths and weaknesses of their creative content as to its suitability for the personal digital media portfolio. Learners should explain why they have included any sourced digital media content and how it has inspired their own creative approaches. 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 create a personal digital media portfolio for a specific job role**

**P5:** The learners must give consideration to the format, style, organisation and commentary of the personal digital media portfolio, as well as the use of social and professional networking links. Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide.

The learners should develop a prototype of the personal digital media portfolio. Evidence for this could be an unpublished website, or in another draft or sample digital format.

**D1:** The learners must be able to justify why they are suitable for the chosen job role. The learners must be able to justify the approach taken for the digital portfolio prototype, which will discuss the strengths and weaknesses of the prototype, as well as identifying any further development requirements for specific job roles. Evidence can be in the form of a written report, presentation, a video of presenting the information, or an information guide.

## 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
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 at 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' job specification to allow students to design and create a digital media prototype portfolio.
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, animator, producer, camera person, editor etc. can explain job roles, exploring with learners, the creative, technical and professional skills.
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.	Centres could liaise with media organisations with regard to content requirements and suitability of the digital media portfolio.

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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