

Cambridge TECHNICALS LEVEL 3

Cambridge  
TECHNICALS  
2016

# DIGITAL MEDIA

Summary Brochure  
2017/2018  
Version 3



CREATIVITY  
COLLABORATION  
3D PRODUCTION  
PRACTICALS  
DESIGN  
GIFTS  
INTERACTIVITY  
ADVERTISING  
BROADCAST  
LEADERSHIP  
SPECIAL FX  
MEDIA PROFILE  
NEWS  
CONCEPT CREATION  
VISION  
TEAM WORKING

**OCR is a not-for-profit organisation. For us, success is measured through the impact and reach of our activities and the scale of our contribution in helping students realise their aspirations.**

Cambridge  
TECHNICALS  
2016

Our purpose is to work in partnership with others to provide general and vocational qualifications that support education in ways that enable students to reach their full potential, equip them with the knowledge and skills they need for their future, and to recognise and celebrate their achievements.

We develop our qualifications in close consultation with teachers, industry leaders and government to ensure they are relevant for today's students and meet requirements set by the Office of Qualifications and Examinations Regulation (Ofqual).

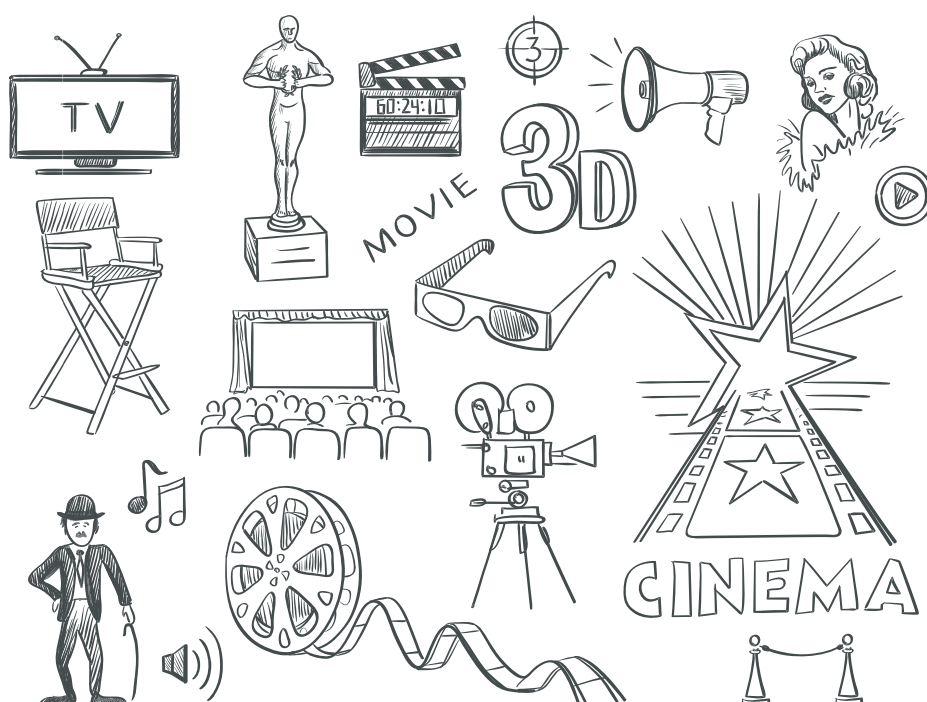
We are delighted to be working in partnership with Hodder Education to deliver you quality teaching resources.

[www.hoddereducation.co.uk](http://www.hoddereducation.co.uk)

Cambridge  
TECHNICALS  
2016

## 2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018 performance tables and 2019 performance tables
- Designed to meet the DfE technical guidance
- Attracts UCAS points at Level 3



*Our Cambridge Technicals suite gives you the reassurance that you have the right qualifications to support your students’ lifelong learning journey.*

Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students aged 16+. They’re designed with the workplace in mind and provide a high-quality alternative to A Levels, with a great range of subjects to choose from.

Vocational education is not just about results, it’s about educating people in the knowledge and skills required for employment and for the community as a whole. It’s also about developing the behaviours and attributes needed to progress and succeed in education and in work.

**Our offer:**

Subject	Level 2	Level 3
Art and Design	✓ (2012 suite only)	✓ (2012 suite only)
Business	✓	✓
Media/Digital Media	✓	✓
Engineering	✓	✓
Health and Social Care	✓	✓
IT	✓	✓
Performing Arts	✓	✓
Science/Laboratory Skills	✓	✓
Sport and Physical Activity	✓	✓

The qualifications allow for a high degree of flexibility with the choice of units that make up the qualifications, so your students can specialise in the specific areas of the subject that interest them most.



# LEVEL 3 CAMBRIDGE TECHNICALS IN DIGITAL MEDIA

***Launched for first teaching September 2016, our Level 3 Cambridge Technicals in Digital Media qualifications allow your students to achieve their potential and progress to the next stage of their lives, whether it be Higher Education, an Apprenticeship or employment.***

We've designed refreshing and exciting content, that's up-to-date, engaging, fit for purpose and suitable for the needs of your students in 2016 and beyond. To do this we've consulted with universities, employers and industry specialists to make sure that your students will gain the right combination of knowledge, understanding and skills required for the 21st century.

A wide range of centre assessed units with practical and wider project-based assessment opportunities, as well as examined units on Media products and audiences, Pre-production and planning, Social media and globalisation, and Research for product development has resulted in focused qualifications. Dependent on the size chosen the qualifications either complement a Key Stage 5 study programme alongside other vocational qualifications, A Levels, or may constitute the bulk of a two-year study programme. Your students will practically apply their skills and knowledge in preparation for further study, apprenticeship or the workplace.

Your students will develop professional and social skills through interaction with performers, clients and peers; as well as theoretical and technical knowledge and understanding to underpin these skills. This will allow their creativity and flair to be harnessed in the design and production of media products used within the industry. Students will develop conceptual ideas, and visualise these all the way through the production cycle; from planning and pre-production right through to editing, post-production and presentation of products. They'll also learn how to analyse target audience requirements, research market demand and bring a media concept alive working in line with legal and regulatory requirements, in a safe and effective way, protecting themselves and those they're working with from injury or harm.

Students will also gain an understanding of how different businesses and organisations in the media sector work. When it comes to progression or employment, your students will learn about the variety of opportunities available to them, and the roles and responsibilities of media businesses and organisations within the sector. This will make sure your students develop clear ideas about where they might like to take their career and what progression routes they'd like to follow.



## The Qualifications

All qualifications across the Cambridge Technicals in Digital Media suite, have the ability to be co-teachable; allowing for flexibility within the delivery of study programme.

## Level 3 Cambridge Technicals in Digital Media

Scheme code	Qualification title	Guided learning hours (GLH)
05843	Level 3 Cambridge Technical Certificate in Digital Media	180
05844	Level 3 Cambridge Technical Extended Certificate in Digital Media	360
05845	Level 3 Cambridge Technical Foundation Diploma in Digital Media	540
05846	Level 3 Cambridge Technical Diploma in Digital Media	720
05875	Level 3 Cambridge Technical Extended Diploma in Digital Media	1080

## Diploma Pathways

The Diplomas have vocational pathways within them that can be followed. There are two pathways in the 540 glh Foundation Diploma and the 720 glh Diploma, and one pathway in the 1080 glh Extended Diploma.

At least one pathway must be achieved.

## Digital Content for Interactive Media

For this pathway we have worked with a range of small and medium sized organisations such as: Gabrielle Media, Sumo Digital, Night Zookeeper and Super Being Labs to ensure that we are offering the skills, knowledge and understanding that students need to succeed in the sector and are recognised for creative design in media products such as; digital games, animation and online interactive technologies. This pathway will allow your students to gain employment in roles such as Digital Layout Artists, Digital Graphic Designers, Freelance Reporter, Web-developers/Designers, Animators; Computer Graphics Modellers.

## Moving Image and Audio Production

For this pathway we have worked with a range of small and medium sized organisations such as: Offshoot Foundation, Gabrielle Media, Herbert Art Gallery and ClearSilver to ensure that we are offering the skills, knowledge and understanding that students need to succeed in the sector, and are recognised for creative flair and production skills and techniques in creating audio and moving image media products. This pathway will allow your students to gain employment in roles such as Runners, Assistant Camera Operator, Assistant Lighting Camera Person, DPO Consultant, Computer Generated Imagery Artist, Assistant Broadcaster, Audio Mixers, Production Assistant, Promoters; Festivals and Live Music Events.

---

## **Digital Media Practitioner for Product Development**

For this new pathway we have worked with a range of small and medium sized organisations such as: Gabrielle Media, Orion Media, Rural Media and Cambridge TV to ensure that we are offering the skills, knowledge and understanding that students need to succeed in the sector, and are able to gain recognition for their creativity, their adaptability across media activities, their research skills and techniques used to inform and source media artefacts, resources and characters to contribute to digital media product developments. This pathway will allow your students to gain employment in a range of roles to include those of production practitioner and research focused such as Support Researcher, Media Editor, Programme Researcher, and Studio Assistant, Media Internship.

---

## **Progression**

If your students leave your institution or change their mind on their final destination, they have the opportunity to move up/move down to different qualification sizes.

Cambridge Technicals provide a strong base for progression to university, apprenticeships or work and are recognised for UCAS tariff points\*.



---

\*It is important to check individual course requirements when applying to university.

## ***DfE Key Stage 5 Performance Measures***

We've made a decision to position the Cambridge Technicals in Digital Media across the 'Applied General' and 'Tech Level' categories outlined in the DfE's technical guidance. Each category has characteristics defined by the DfE in order for the qualification to be recognised in the new Key Stage 5 accountability measures. We believe that providing your students with qualifications that are right for their chosen destination will better equip them for the future.

---

## ***Applied General – Certificates***

You can be confident that we are working with universities to make sure that Cambridge Technicals designed to meet the Applied General characteristics will provide your students with the depth and breadth of knowledge, understanding and skills required for further study in that subject area at Higher Education. These qualifications will include a range of mandatory and optional units.

We're conscious that due to changes in A Level curriculum and assessment, some students who would generally undertake an academic qualification may benefit from taking an Applied General Vocational Qualification that is designed for progression to Higher Education.

The Cambridge Technicals in Digital Media include AS and A2 equivalent size qualifications, which have nested units enabling your students to move from one size to the other. We're aware that the decoupling of the AS from the A Level may not provide the flexibility you need in order to offer a comprehensive study programme. Therefore, the Cambridge Technicals provide you with the solution you need in order to give students optionality within their study programme, at the same time as making sure they have a recognised qualification designed to take them to university.

---

## ***Tech Level – Diplomas***

Cambridge Technicals designed to meet the DfE's Tech Level characteristics will provide your students with the skills required when starting out in their chosen career. We've worked with key industry employers and experts to make sure the Cambridge Technicals in Digital Media provide your students with the right knowledge and competence required when entering into employment. These qualifications will include a range of mandatory, optional and specialist pathway units; allowing your students to really focus on what is right for their chosen career path.

---



## Collaborators

The Cambridge Technicals in Digital Media have had support from a range of employers and universities. These include:

Employers	HEIs
Gabrielle Media	Coventry University
Night Zookeeper	Lincoln University
Sumo Digital	Bournemouth University,
Super Being Labs and State of Ambition	Arden University
Steady Go	
Herbert Art Gallery	
Rural Media	
Word of Mouth Productions	
Offshoot Films	
ClearSilver	
South Yorkshire Film Network	
Cambridge TV	
Showroom Workstation	
4Ps Marketing	
LSECT	



M = Mandatory  O = Optional  PO = Pathway Optional  Must achieve enough pathway optional units to meet the minimum GLH requirement from each group		Unit		Applied General		Tech Level				
				Certificate in Digital Media – 180 GLH	Extended Certificate in Digital Media – 360 GLH	Foundation Diploma in Digital Media – 540 GLH	Diploma in Digital Media – 720 GLH	Extended Diploma in Digital Media* – 1080 GLH		
Unit number	Unit title	GLH	Assessment method			Digital content for interactive media	Moving image and audio production	Digital content for interactive media	Moving image and audio production	Digital Media Practitioner for Product Development
1	Media products and audiences	90	E	M	M	M	M	M	M	M
2	Pre-production and planning	90	E	O	M	M	M	M	M	M
3	Create a media product	60	I	M	M	M	M	M	M	M
4	Interactive media product	60	I	-	-	M	-	M	-	M
5	TV and short film production	60	I	-	-	-	M	-	M	M
6	Social media and globalisation	60	E	O	O	O	O	M	M	M
7	Journalism and the news industry	60	I	O	O	PO	-	PO	-	O
8	Photography for digital media products	60	I	-	-	PO	-	PO	-	O
9	Comics and graphic novel storytelling	60	I	-	-	PO	O	PO	O	O
10	Create a digital animation	60	I	-	-	PO	O	PO	O	O
11	3D digital modelling	60	I	-	-	PO	O	PO	O	O
12	Game development	60	I	-	-	PO	-	PO	-	O
13	Graphic design for digital media products	30	I	-	-	PO	-	PO	-	-
14	Radio production	60	I	-	-	-	PO	-	PO	O
15	Create audio-visual promos	60	I	-	-	O	PO	O	PO	O
16	The creation and use of sound in media	60	I	O	O	O	PO	O	PO	O
17	Visual and special effects	60	I	-	-	-	PO	-	PO	O
18	Cinematography	60	I	-	-	-	PO	-	PO	O
19	UK broadcasting	30	I	-	-	O	PO	O	PO	-
20	Advertising media	60	I	O	O	O	O	O	O	O
21	Plan and deliver a pitch for a media product	30	I	O	O	O	O	O	O	O
22	Scripting for media products	30	I	O	O	O	O	O	O	-
23	Create a personal media profile	30	I	O	O	O	O	O	O	O
24	Cross-media industry awareness	30	I	O	O	O	O	O	O	-
25	Research for product development	120	E	-	-	-	-	-	-	M
26	Application of converging technologies within a digital design proposal	90	I	-	-	-	-	-	-	M

---

# UNITS – AIM AND PURPOSE

---

## Unit 1

### *Media products and audiences*

Whichever sector of the media your students want to work or specialise in, all media institutions work to create products that meet the needs of specific target audiences.

The aim of this unit is for students to develop their understanding of how different media institutions operate in order to create products that will appeal to specific target audiences. Your students will learn about the different ownership models within media industries, and they will learn how to analyse different media products within the sector in order to understand the fundamentals of how meaning is created for audiences. Students will learn about how audiences are categorised, researched and targeted by media producers. They will also learn about how media institutions distribute and advertise their products to audiences.

---

## Unit 2

### *Pre-production and planning*

This is a mandatory unit that forms the foundation of the course. The knowledge and understanding developed in this unit is transferable to a number of other units. By completing this unit, your students will understand the pre-production process the creative media industry follows when creating a product. They will learn how to carry out research in the planning stage of a media production and about the various acts of legislation that need to be considered. Students will learn about the constraints that need to be considered when planning a new media production, including timescales and resources. They will understand how to create preproduction documents in relation to client requirements and how to plan projects to meet these needs.

---



## Create a media product

Media products have a range of different purposes. Whether it is to advertise and promote a product or service, inform an audience of a cause or engage and entertain an audience.

The aim of this unit is for your students to develop knowledge and understanding of the production processes of producing a media product from one of the following:

- Print-based product
- Audio-visual product
- Audio product.

Students will apply their learning gained in Units 1 and 2 to plan and produce a media product. They will complete planning materials to take forward in the production and post-production stages of an intended media product. Students will plan, produce and edit original content for their intended product.

By completing this unit students will have the skills to:

- Create a proposal to meet a client brief
- Produce planning materials
- Create and manage original content for the product
- Apply editing techniques.



---

**Unit 4****Interactive media product**

Interactive media has now become established as an integral part of everyday life. From browsing the web to using smartphones, interactive media exists, but every product has been planned for an identified purpose.

By completing this unit your students will understand how interactive multimedia products are used for a range of purposes and across a range of platforms. They will learn how to design and create an interactive media product and test it using both technical and user tests.

---

**Unit 5****TV and short film production**

TV and film are two of the biggest media industries in the world. To work in these industries students will need to understand all aspects of the production process.

By completing this unit your students will apply their knowledge of pre-production to generate materials for a short film or TV programme. This will not only allow them to build on skills of producing a proposal, storyboarding and scripting but will also give them the opportunity to work as part of a team and specialise in a particular production role. Students will edit footage in post-production and have the opportunity to apply special and visual effects in order to create a short film or TV programme for a specific purpose and audience. They will then go through the process of presenting their work as a screen test to a focus group or specific audience. Students will evaluate their production through analysis of feedback which will give them the opportunity to reflect on their and identify areas for development and improvement.

---

**Unit 6****Social media and globalisation**

Social media has revolutionised the way in which people connect and we can interact in an instant with someone on the other side of the world. In terms of media production, social media has also fundamentally changed the way in which media institutions and creative professionals reach and interact with target audiences who are now global.

The aim of this unit is to enable students to understand the ways in which online technologies and social media products have created a globalised, connected society and how such tools are used by media producers. As part of this students will evaluate the positive and negative impacts of social media on businesses, individual users and producers. They will also learn about issues surrounding censorship and regulation of social media, and the impact this has on media production and distribution. Students will fully investigate how media producers use contemporary social media to generate ideas, fund and plan projects with other professionals and how social media is used commercially to create awareness and advertise products to global audiences.

---

### **Unit 7**

#### **Journalism and the news industry**

The news industry has changed rapidly over recent years with advances in online technology allowing the distribution of news to become instant and global. Audiences now receive multimedia news broadcasts from established news providers, along with content produced by committed citizen journalists and independent providers that harness the power of social media to distribute news.

This unit allows students to investigate the contemporary news industry and how audiences receive news. They will also investigate news gathering techniques, research methods and press regulation and have the opportunity to apply this learning to your own work. Students will learn how articles are constructed and use this understanding to help them write their own original article. Students will learn the importance of sub-editing their own article.

---

### **Unit 8**

#### **Photography for digital media products**

Photographs have been an inspiration for many artists and media practitioners. They can also be an essential part of creating historical records together with being the core elements of advertising in print and graphics industries.

This unit enables your students to develop their photographic skills and produce portfolios of images that are ready for use by a client. Students will be encouraged to develop their own photographic style following an investigation into the work of professional photographers. They will use this knowledge to plan their own photographic shoot and take a series of photographs in order to meet an assignment brief. They will need to create a portfolio of the best images and apply image processing techniques before saving them in a suitable format for use.

---

### **Unit 9**

#### **Comics and graphic novel storytelling**

Comic books and cartoon strips have been around for a very long time, from the earliest cave paintings depicting graphic scenes to the digital comics we see today. Comics have developed their own style characters and following. Comics have served many purposes, firstly to entertain but secondly, in the case of some comics, to purvey a message to those that read it.

By completing this unit your students will understand the comic and graphic novel world. Students will understand the content of a graphic novel or comic and how it relates to its target audience. They'll be able to develop one character for an original graphic novel or comic, and also plan and produce panels for an original graphic novel or comic for this character.

---



---

**Unit 10****Create a digital animation**

Animations are all around us in the media, from those which are used in an educational context to animations in games, TV and cinema, these have become progressively more advanced from early cell animations and stop-motion through to present day 3D animations.

By completing this unit your students will explore how animations are produced and the different techniques that are used to produce these animations. Students will explore different animation studios and characters and how these are influenced by the culture that influence their production and the audiences they are aimed at. They will be able to plan for and produce a short animation or a section of an animated production including the risks associated with production, and be able to test and justify choices that have been made for their animation to ensure suitability for the targeted audience.

---

**Unit 11****3D digital modelling**

3D modelled characters and environments are becoming more common from architects designing buildings and landscapes to computer games and full-length feature films. Characters and environments come to life from the imagination of the designer to a fully rendered product 3D modelling, which opens up endless possibilities.

By completing this unit students will understand 3D modelling techniques for computer-generated characters and environments. They will gain skills in the design, planning and production of an animated 3D character and its environment.

---

**Unit 12****Game development**

Games are constantly evolving. From the simple early games like pong to massive multiplayer role playing games, the market has changed significantly over time. Now with different gaming platforms and the development of games as apps on mobile devices, the gaming industry is growing in size and revenue.

It takes a few years of experience in a quality assurance test team, or working in project management before a person would have the skills and knowledge to develop a full game. By completing this unit your students will gain practical skills in games development by planning and producing a functional level of a new computer game, including the creation of elements needed.

---

### **Unit 13**

#### **Graphic design for digital media products**

Graphics are all around us and used to educate, inform, sell and promote items. They can range from posters, CD/DVD covers, billboards, flyers, merchandise, and tickets to use in webpages, title sequences in movies and television and even game user interfaces.

By completing this unit your students will understand existing graphic design products. They will understand how to generate ideas for and plan the production of promotional graphic design items for an original media product.

---

### **Unit 14**

#### **Radio production**

With the emergence and convergence of technology, the world of radio has undergone significant transformation.

By completing this unit your students will understand the structure and organisation of radio broadcasting as well as existing types of radio programmes. They will analyse style, presentation and structure of existing types of radio programmes and will gain practical skills through the planning, recording and editing of their own original short radio programme for a specific radio station.

---

### **Unit 15**

#### **Create audio-visual promos**

Audio-visual promotion plays an important part in our day-to-day lives. Before new products are launched, companies rely on these promotions to gain interest in a new product or even to relaunch an old product. Getting the promo right can have a significant impact on the interest of a product or service and the business.

By completing this unit your students will understand audio-visual promos in terms of their use and how audiences are targeted and how existing audio-visual promos are constructed. Students will be able to take a brief and from this be able to generate ideas and plans for an original audio-visual promo, including understanding the legal, moral and ethical framework that they would work under in producing such a promo. They will be able to produce material for an audio-visual promo, carry out post-production processes to create the audio-visual promo, gain feedback to justify any decisions that are made and ensure the final promo meets the needs of the brief and matches the target audience.

---

## Unit 16

## The creation and use of sound in media

Sound is now an important part of most media products, be this the actual dialogue of a production or music, effects or atmospheric sounds. The effective use of sound can change the mood and feel of media productions. Sound is now found in the majority of media products from film and television through to interactive media and computer games.

By completing this unit your students will understand the sound elements used in media products and how they are produced. Students will be able to develop ideas for, and plan the production of, a soundtrack containing a range of sound elements. They will gain some practical skills by recording and editing sound elements for use in the production of a final soundtrack.





### Unit 17

#### *Visual and special effects*

Visual and special effects are becoming more prevalent in TV and film and are being used to enhance story and plot.

By completing this unit your students will understand visual and special effect techniques, their application and use in film and TV in both the production process and in digital post-production. Students will develop ideas and produce pre-production material for a sequence containing three different visual effects and one special effect that is safe to use. They'll produce the footage to contain the effects and edit the final sequence.

---

### Unit 18

#### *Cinematography*

Cinematography is both an artistic and technical discipline that has a significant impact on the meaning and aesthetics of a moving image product. Use of artistic lighting techniques and creative use of the camera are therefore vital if a television or film production is going to be successful and memorable.

By completing this unit your students will learn how to use digital video cameras and DSLR (video) in manual mode. Also students will explore the effect of light entering the camera and how to light different types of shots for studio and location. They will be able to create moving image test shots to potentially show the effectiveness of different exposures, frame rates, depth of field and lighting configurations. Students will also use post-production techniques to enhance meaning.

---

### Unit 19

#### *UK broadcasting*

This unit focuses on broadcasting as distinct from production. Broadcasting is one of the channels by which media productions are distributed to an audience.

By completing this unit your students will understand the structure of broadcasting organisations and the types of job roles within them. They will understand the considerations for broadcasting productions in the UK and be able to apply their understanding by scheduling productions for broadcast on an identified platform or channel.

---

---

**Unit 20****Advertising media**

Advertising media is around us on a daily basis, from billboards in the street to adverts watched daily on the television. Different types of advertisements are used together to create campaigns that grow a brand and an organisation's image, and promote all types of products and services used to entice the public at large.

In completing this unit, your students will understand advertising campaigns and how audio-visual, print based or audio advertising media are used within them. They'll plan an advertising campaign for a product or service, selecting the appropriate media components to produce it. Students will produce original media components for incorporating into a campaign, considering the market and its target audience, as well as legal and ethical constraints, to ensure that all components comply with the required codes and conventions of the genre.

---

**Unit 21****Plan and deliver a pitch for a media product**

A media product does not simply exist in a vacuum. There is much work to be done before the product is finally consumed by an audience. Like most commercial products, a media product starts life as an idea in the mind of its creator or creators who then have to sell the idea to those who have the means to produce it. In order to convince the producers that it is a good idea, the creator(s) have to show what the end product might look/sound like and convince them that there is a unique selling point to attract a particular audience.

Students will choose to focus on either print, audio, or audio-visual media. By completing this unit they'll be able to generate ideas for their own media product based on a client brief, pitch their ideas to a client, and be able to respond to feedback to prepare their idea for pre-production.

---

**Unit 22****Scripting for media products**

Scripts are an integral part of the majority of media productions from live theatre, film, television, comic books and even computer games. Good scripts are essential to ensure that a narrative flows well and a story is brought to life.

By completing this unit your students will understand scripts and the part they play in a range of media products. Students will be able to generate a range of ideas and then use one of these ideas to produce a script for a media product, in response to a client brief.

---

### Unit 23

#### **Create a personal media profile**

At the heart of this unit is the synoptic approach that embeds a wide range of industry skills, knowledge and understanding and practical activities.

The creative media sector is competitive and being prepared is one step nearer to your students achieving their chosen career. This unit will be a showcase of the work they have created, supported by a personal media profile. Students will identify content to be included in their showcase, as well as create an adaptation of a piece of their existing media work. They'll evidence their personal media profile by exploring their skillset, abilities and achievements and learn how to combine their creative work and personal profile to create a digital professional identity suitable for sharing with prospective employers, higher education institutions and for other career progression pathways.

---

### Unit 24

#### **Cross-media industry awareness**

The media industry as a whole is vast and split into many different sectors including film, television, games design, web design, radio and print production. You will find that in the digital age, many of these sectors are finding it easier to work together to create cross-media products that target global audiences. As such, there are many different job roles that you can work or specialise in across a range of sectors, and the skills and qualities you are likely to need to succeed in the media industry are becoming ever more diverse.

The aim of this unit is for your students to develop their understanding of how different media sectors operate and what products they produce. Students will develop awareness about how concepts and brands are adapted into different products (such as books into films) in order to widen audience reach. They'll learn about the impact that new technologies have had on the industry in terms of revolutionising the production and distribution of their products and opportunities for synergy. Students will investigate different job roles within the media industry, be able to compare and contrast skills needed and plan a suitable route of progression into the career that they have an interest in working within. They'll also be given the opportunity to investigate a job role in order to gain an understanding about a position within a wider hierarchy in a specific sector.

---



---

## Unit 25

### *Research for product development*

Whether a digital media product is produced by a large media company or an independent organisation, research informs the entire production process. The most successful products, along with those that audiences consume every day have been created using a body of knowledge at the planning, production and testing stages.

The aim of the unit is to allow your students to develop the skills to carry out research to underpin all the production processes involved in the creation of a digital media product and to understand the impact of the research findings on those processes. They will investigate media organisations and the digital media products that they produce. Students will develop an understanding of how to source relevant information in preparation for the production of an audio-visual media product. They will develop skills in primary and secondary research that will allow them to explore the ways in which media production teams source, generate, and evaluate the usefulness and validity of information that will be used for productions. Students will explore ways in which the pre-production of a digital media product is informed by relevant research.

---

## Unit 26

### *Application of converging technologies within a digital design proposal*

In the current technological evolution, every sector is being impacted with new ways of working and different solutions to those historically employed. This requires individuals to be flexible and agile in the way they work, develop and collaborate with new and adapted roles required almost daily.

This unit is designed to raise your students' awareness of the converging and developing technologies synoptically with their other learning activities enabling them to evaluate historical activities, products and markets within the wider digital media context. This awareness will then provide students with the understanding of how activities have evolved and why; enabling them to innovatively develop creative and persuasive product proposals for cutting edge product developments. Students will have the skills and knowledge to be able to collaborate and manage activities and resources in the digital media sector with practical experience when competing for roles within media development projects.

Your students' proposal design will focus on a product to reach a new target audience or market using carefully selected elements of available converging technologies to meet the specific needs. Whether they are working with a social media focus, product promotion or repurposed content they will be able to consider the most manageable and cost effective solutions to meet a need whilst also considering the wider impacts on their audience, society and future markets. Therefore, it is essential that this unit is carried out synoptically when your students have secured the relevant knowledge, skills and understanding from other units within this qualification to support their activities.

---

---

# YOUR JOURNEY WITH US...

---

Our aim is to support you on your journey with us – from initial enquiry right through to results day.

To get you off on the right foot you might want to take advantage of the customer support we provide for Cambridge Technicals.

---

## *Welcome process*

All brand new Cambridge Technical centres will receive a welcome email to get you off on the right foot.

This will support you with locating on-line resources and training that's right for you, and make sure you have everything you need to start your journey with us.

---

## *Cambridge Technical introductory welcome videos*

We have a number of support videos you can watch at your leisure. The 2016 Cambridge Technical introductory video provides you with an overarching guide to the suite and our wrap-around resources and customer support offer.

Each of the 2016 Level 3 Cambridge Technicals has a subject introductory video that guides you through each qualification size; including the structure, information on the externally assessed units, and our flexible internal assessment that puts your student at the heart of the process.

---

## *Advisory support*

If your centre is intending to deliver or has already started delivering Cambridge Technicals, but would like some additional support, you can take advantage of our Advisory Support services.

Advisory Support covers a variety of topics such as: entry and assessment administration, qualification structure, \*assessment methods, teaching and learning materials, and delivery ideas.

We provide our support in a range of different ways. This includes downloadable teaching and assessment materials, support videos, live online Q&A sessions, and face to face CPD.

---

## CPD Training Events

We also provide INSET events; these are offered on various dates and locations throughout the UK. On our CPD Hub [www.cpdhub.ocr.org.uk](http://www.cpdhub.ocr.org.uk) you can take a look at the courses, find out what the aims and objectives of the course are, and book your place. For those of you who are new to the qualification we'd suggest attending 'getting to know the specification'. This will provide an introduction to the qualification structure, assessment model, resources, support and guidance on delivery, and assessment requirements for the mandatory units.

On the CPD Hub you can also find all the materials that are provided to delegates on the day. So, if you can't attend a face-to-face event... don't worry, you can still download the materials free of charge.

---

## Assignment Checking Service

To support your internal assessment we'll provide a model assignment for every mandatory unit in the specification. You can use these with your students, adapt it to meet your local environment, or use it as a basis to create your own assignment.

Because of the vocational nature of Cambridge Technicals, we believe that allowing you to create assignments that meet your students' needs and interests will benefit them more and give them greater success. Your assessment assignments should reflect the practical nature of the units, and your students should really feel what it's like to work in the sector.

But... if you're unsure, an Assignment Checking Service is available, and can be accessed through the CPD hub on our website; however it's not mandatory for assignments to be endorsed by OCR. We'll check your centre set assignment for you and provide feedback before you use it with your students.

---

## Online Community

If you want to interact with other tutors you could try our online community.

Of course, online communities are only as good as the members who contribute to them. Within a virtual professional development community you can share and swap ideas for delivery, post questions, support others, suggest ideas for employer engagement, and share links to other teaching and learning resources.

---

---

# TEACHING, LEARNING AND ASSESSMENT SUPPORT

---





---

**Teaching and Learning Materials**

In addition to our face-to-face support, we also provide a range of materials to assist you in your teaching and assessment. This will include:

---

**Rule of Combination Calculator**

An Excel based tool to help you make sure students select the right number and combination of units for their chosen qualification.

---

**Progress Tracker**

An Excel based tracking tool to help you monitor students' progress throughout the qualification.

---

**Delivery Guide**

A range of lesson ideas with associated activities you can use with students to deliver the content of the unit.

---

**Lesson Elements**

Task sheets and accompanying instructions for some of the activities within the unit Delivery Guide.

---

**Resource Link**

An e-resource providing you with a range of links to teaching and learning websites and materials.

---

**Project Delivery Resources**

Whole projects designed to ensure holistic teaching coverage of the content of each vocational pathway.

---

**Skills Guide**

A range of generic skills guides covering topics such as Communication, Research Skills, and Exam Techniques.

---

### **Internal Assessment**

The majority of the qualification content will be internally assessed through centre-set assignments created by you. We'll provide you with a range of model assignments across the qualification for you to use or adapt where necessary. Alternatively, you can create your own assignment to reflect your local area and needs that are relevant to your centre; plus you can use our Assignment Checking Service to make sure you're on the right lines.

---

### **Visiting Moderation**

For the internally assessed units, we provide two free visiting moderation visits per academic year. At these visits we will be able to provide you with supportive feedback, advice and guidance.

---

### **Sample Learner Work**

We know that you like to make sure your students are on the right track and working towards gaining the best possible outcome they can.

We can't look at your students' live work, but the CPD Hub has a range of sample learner work for Cambridge Technicals.

Sample learner work is just that... a sample – it's not exemplary or a 'gold standard'. The work has been looked at by our Lead Moderator and in many cases they've provided a commentary on how the work stacks up against the assessment criteria, or have annotated the script to show which assessment criteria have been met. This should help you get a feeling for what is expected, and how your students are getting on – you may also find the command verb resource useful too, this can be found on the qualification page of the OCR website.

---

### **External Assessment**

We're working with subject experts to make sure that for externally assessed units we create assessment solutions that retain the vocational nature of the qualification and be relevant for the sector. External assessment across the Cambridge Technicals suite could involve written examinations including case studies, pre-release materials, controlled projects or tasks, or computer based tests relating to the subject which students will need to apply their knowledge and understanding to.

More information about each unit's external assessment can be found in the qualification Centre Handbook.

External assessment will be set and marked by us; there will be two opportunities for your students to take them, in January and June, so you can decide when they are ready to take their assessment.

---

---

### **Sample Assessment Materials**

We have produced Sample Assessment Materials for each externally assessed unit. This will provide you with an idea of the type of assessment for each unit and give the opportunity for your students to practice.

---

### **Combined Past Paper**

This resource is a combination of:

- Past Paper
- Mark Scheme
- Examiner Comments

Following each exam series, we'll produce a Combined Past Paper so you can see the paper, alongside the mark scheme and examiner comments to demonstrate how students responded and where improvements could have been made.

---

### **Student Textbooks**

Support your teaching of the new Cambridge Technicals 2016 suite with textbooks, developed in partnership between OCR and Hodder Education; the resources cover each specialist pathway for every subject and ensure your ability to deliver a flexible course that is both vocationally focused and academically thorough.



Working in partnership to deliver quality resources



To find out more  
**[ocr.org.uk/media](http://ocr.org.uk/media)**

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)**



**Cambridge  
Assessment**

**OCR**  
Oxford Cambridge and RSA

OCR is part of the Cambridge Assessment Group, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. ©OCR 2017 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office 1 Hills Road, Cambridge CB1 2EU. Registered company number 3484466. OCR is an exempt charity.

6606000748