

Cambridge TECHNICALS LEVEL 3

Cambridge
TECHNICALS
2016

DIGITAL MEDIA



Unit 21

Plan and deliver a pitch for a media product

Y/507/6407

Guided learning hours: 30

Version 2 September 2016

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UNIT 21: Plan and deliver a pitch for a media product

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Guided learning hours: 30

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

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. To convince the producers that it is a good idea, the creator(s) have to show how the end product might look or sound, and convince them that there is a unique selling point to attract a particular audience.

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

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>1. Be able to generate ideas for an original media product based on a client brief</p>	<p>1.1 to interpret client briefs, i.e.</p> <ul style="list-style-type: none"> • understand demographics (e.g. youth, family, ABC1 adults) • conventions (e.g. cartoons for pre-school shows, star persona for chat shows, exotic locations for travel shows) • industry requirements (e.g. scheduling for radio and TV, distribution of film products, channel profile for TV) • medium (e.g. radio, TV, advertising, magazines) <p>1.2 how to use understanding of media products to generate ideas for new media products, i.e.</p> <ul style="list-style-type: none"> • prior experience of similar products • prior learning <p>1.3 techniques for generating and exploring ideas, i.e.</p> <ul style="list-style-type: none"> • mind map sessions • discussions – small/large group • surveys • focus groups • visits to industry practitioners <p>1.4 considerations when conceptualising, i.e.</p> <ul style="list-style-type: none"> • physical practicalities • financial constraints • legal requirements/restrictions <p>1.5 production of documents to support idea generation, i.e.</p> <ul style="list-style-type: none"> • mood boards • spider diagrams • sketches • written synopsis • storyboards • slideshows

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Be able to create a proposal and pitch for an original media product based on a given brief</p>	<p>2.1 contents of a proposal, i.e.</p> <ul style="list-style-type: none"> • executive summary (e.g. aims, outline of idea, synopsis) • statement of need (e.g. unique selling point, target audience, medium) • product description (see below for specific mediums) • budget (e.g. independent/studio produced, primetime, niche market) • details of production company (e.g. freelance, in-house, multinational, independent) • concluding comment (e.g. unique selling point, monetary value, audience needs) <p>2.2 how to develop proposal for original media product, e.g.</p> <ul style="list-style-type: none"> • print media • audio • audio-visual <p>2.3 print media (e.g. magazine, newspaper, website, print-based advertisements, information pack), i.e.</p> <ul style="list-style-type: none"> • title, format, content, house style, frequency, similar products available, place in market • needs of the target audience/consumer by age, gender, demographics lifestyle, interests, spending power • development of proposal (e.g. plans to develop the print product into a series of adverts for a campaign) • draft articles, draft layouts, plan for images needed, select fonts/graphics/colours, test photography, house style <p>2.4 audio (e.g. music/talk radio, jingles, audio advert, audio drama, podcast), i.e.</p> <ul style="list-style-type: none"> • title, format, content, frequency, running time, synopsis, key scenes, character list • target audience by age, gender, lifestyle, interests, spending power • development of proposal/treatment (e.g. plans to develop the audio media product into an audio drama series, consideration is given to content continuity) • samples of scripts, audio, sound effects, music, dialogue, wild tracks <p>2.5 audio-visual (e.g. film trailer, ident, advert, promo, online content, TV programme, film), i.e.</p> <ul style="list-style-type: none"> • title, medium, running time, synopsis, key scenes, character list • needs of audience/consumer, demographics, lifestyle • development of treatment (e.g. plans to develop the audiovisual media product into a TV series or film sequel, consideration is given to content continuity) • sample scripts, storyboards, sample footage, sample audio, sample editing effects, sample set designs

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>2.6 how to produce supporting materials for product description dependent on product genre, i.e.</p> <ul style="list-style-type: none"> • written proposal with supporting print/audio-visual/audio materials <p>2.7 how to plan and prepare a mini-presentation/pitch of a proposal for a new media product, i.e.</p> <ul style="list-style-type: none"> • structure (e.g. opening remarks, introduction, proposal with supporting materials, conclusion, questions, feedback) • content (e.g. spoken, audio-visual, visual, audio) • supporting sample material (e.g. recorded/filmed extracts, script extracts, photographs of proposed cast, music extracts, jingles) • how to present ideas in a range of situations (e.g. one-to-one, panels, formal and informal)
<p>3. Be able to pitch ideas on a proposed media product and respond to questions</p>	<p>3.1 how to give a verbal face-to-face presentation making use of communications skills, body language, and general personal skills/attributes and behaviours</p> <p>3.2 how to use a range of presentation devices to support pitching of new product (e.g. PowerPoint, Prezzi, DVD, CD, MP3, photographs, slide show, video, audio portfolio)</p> <p>3.3 how to elicit feedback, i.e.</p> <ul style="list-style-type: none"> • probing, verbal questions • questionnaires/surveys • interviews • focus groups <p>3.4 how to record feedback, i.e.</p> <ul style="list-style-type: none"> • audio-visual recording of the presentation • reports • graphs/charts • notes <p>3.5 how to use feedback to assess whether or not the needs/expectations of the client have been met</p> <ul style="list-style-type: none"> • how to use both quantitative and qualitative data gathered at the pitch to amend the product proposal

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to generate ideas for an original media product based on a client brief	<p>P1*: Explain different ideas for an original media product based on a client brief</p> <p>(*Synoptic assessment from Unit 1 Media products and audiences)</p>	M1: Discuss strengths and weaknesses of the different ideas	
2. Be able to create a proposal and pitch for an original media product based on a given brief	<p>P2*: Create a proposal and client documentation to support the pitch</p> <p>(*Synoptic assessment from Unit 2 Pre-production and planning)</p>	M2: Identify potential client questions and amend pitch and proposal documentation	
	<p>P3: Create a pitch to communicate an idea to the client</p>		
3. Be able to pitch ideas on a proposed media product and respond to questions	P4: Pitch ideas to a client	M3: Show an understanding of feedback and be able to respond to questions	D1: Discuss the client considerations for the creation of the product from the pitch

*SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

ASSESSMENT GUIDANCE

LO1 Be able to generate ideas for an original media product based on a client brief

- P1:** Learners must be able to describe their idea for an original media product based on a client brief. This can be evidenced by a recorded oral presentation with supporting notes/illustrations or a written report. All aspects of the brief must be met and the learner must explain how this has been achieved.
- M1:** Learners must show that they have considered a range of ideas illustrating the strengths and weaknesses of the different ideas. Evidence could be presented as part of an oral presentation, written report, an extension to the oral presentation or as an appendix to a written report.

LO2: Be able to create a proposal and pitch for an original media product based on a given brief

- P2/P3:** Learners must produce a recorded proposal for a new product that meets the specifications of the client brief. It should include the title of the new product, an executive summary, a statement of need, product description, budget, details of production company and concluding comments. A plan for pitching the product should also be produced. Evidence could be produced as a written proposal or a written proposal with supporting print/audio-visual/audio materials.
- M2:** Learners need to demonstrate that they have considered possible questions and feedback that could be asked of them and, as appropriate, modify the original proposal. Evidence could include recorded statements with supporting documents, an appendix to the written proposal highlighting the changes or evidenced through the content of the proposal.

LO3 Be able to pitch ideas on proposed media product and respond to questions

- P4:** Learners must pitch an idea for a new product to a client. The client could be a teacher, industry specialist, a lay person, or a combination. Evidence of the pitch should be audio-visually recorded along with any questions and feedback given.
- M3:** Learners must be able to respond to feedback both from the client and others who witnessed the pitch. Evidence should be learners responding to feedback, this could be recorded oral responses to questions or written responses. Responses need to be developed and appropriate to the brief.
- D1:** Learners must evaluate feedback and differentiate between useful points and points that do not add to the product creation. Feedback should be used to further develop the initial idea in preparation for the product pre-production. This could be evidenced by a written report, or multimedia presentation, either on or off-line.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is an optional unit in the Digital content for Interactive Media and Moving Image and Audio Production specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Work-experience/placement in industry to understand the different techniques used to elicit feedback.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Industry practitioners could be invited to set 'practice' briefs/ or competition for learners.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Practitioners could co-deliver, or give master-classes. Industry practitioners could be invited to deliver a master class on industry standard pitching techniques and the best ways to present information.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Industry practitioners could be invited into the centre as part of 'Dragon's Den' panel – witnessing and contribute to the assessment of the learners pitch.

To find out more

ocr.org.uk/digitalmedia

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

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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