

Cambridge TECHNICALS LEVEL 3

DIGITAL MEDIA

Cambridge
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Unit 23

Create a personal media profile

H/507/6409

Guided learning hours: 30

Version 2 September 2016

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Essential resources required for this unit: This is guided by the specialist pathway that the learner has selected.

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

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 achieving your chosen career. This unit will be a showcase of the work you have created, supported by a personal media profile. You will identify content to be included in your showcase, as well as create an adaptation of a piece of your existing media work. You'll evidence your personal media profile by exploring your skill set, abilities and achievements and learn how to combine your 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.

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. Understand the purpose and use of a personal media profile</p>	<p>1.1 purpose and use, i.e.</p> <ul style="list-style-type: none"> • personal profile (e.g. skill set, personal and professional identity, abilities, achievements, CV) • showcase (e.g. prospective employers, higher education, freelance opportunities, interviews) <p>1.2 format types, i.e.</p> <ul style="list-style-type: none"> • digital (e.g. showreel, website, Blog, social media platforms) • physical (e.g. DVD, exhibition, paper portfolio) <p>1.3 mediums (e.g. photography, animation, film, video, showreels, audio-visual promos, soundtracks, sound effects, computer games, radio programme, editorial, copy, storyboards, scripts, TV programme, posters, prints)</p> <p>1.4 repurposing, i.e.</p> <ul style="list-style-type: none"> • purpose (e.g. aim, justification) • change of platform (e.g. physical to digital) • digitise (e.g. conversion, compression, multiple file types) • considerations (e.g. change of purpose)
<p>2. Be able to scope and plan content for a personal media profile</p>	<p>2.1 scope content, i.e.</p> <ul style="list-style-type: none"> • type (e.g. different mediums, rough drafts, edited versions, finished products) • digital (e.g. file types - jpeg, bmp, gif, mov, avi, mp3, wav, doc, pdf) • physical (e.g. paper, photo, canvas, print, portfolio) <p>2.2 plan content, i.e.</p> <ul style="list-style-type: none"> • target audience (e.g. prospective employers, higher education, freelance opportunities, interviews) • suitability (e.g. identify strengths and weaknesses) • select (e.g. quality, suitability for purpose)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to repurpose content and create the personal media profile</p>	<p>3.1 repurposed content, i.e.</p> <ul style="list-style-type: none"> • adaptation (e.g. identify product for adaptation) • medium (e.g. audio-visual, audio, print) • techniques (e.g. editorial to magazine article, music track to computer game sound track, film to a trailer, film stills to a poster/DVD box art) • suitability (e.g. benefits, opportunities and limitations) • assets (e.g. elements required, sourcing of/creation) • legal and ethical (e.g. intellectual property rights, copyright, royalties, misrepresentation, defamation, slander, privacy) • regulatory bodies (e.g. British Board of Film Classification (BBFC), ASA, Press Complaints Commission (PCC), PRS, Ofcom) <p>3.2 creation considerations, i.e.</p> <ul style="list-style-type: none"> • format (e.g. website, showreel, Blog, social networking) • style (e.g. presentation, layout, fonts, colours) • organisation (e.g. index, sequence, different media, quality) • commentary (e.g. annotation, meaning, context) • online profile (e.g. social and professional networking links)

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. Understand the purpose and use of a personal media profile	P1: Explain the purpose of a personal media profile	M1: Discuss the uses and benefits of having a personal media profile	
2. Be able to scope and plan content for a personal media profile	P2*: Scope the personal media profile for an identified purpose <i>(*Synoptic assessment from Unit 1 Media products and audiences)</i>		
	P3*: Plan the creation of the personal media profile <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>		
3. Be able to repurpose content and create the personal media profile	P4*: Identify and repurpose content <i>(*Synoptic assessment from Unit 3 Create a media product)</i>	M2: Discuss legal and ethical requirements for the repurposed content	D1: Justify the choice of content and the repurposed formats
	P5: Create the personal media profile with the repurposed content		

*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

Learners must acknowledge sources of research in a bibliography as an appendix to their work.

LO1 Understand the purpose and use of a personal media profile

- P1:** Evidence will be guided by the learner's research into existing media profiles, both digital and paper. Evidence could be in a Blog, with external links embedded to existing digital portfolios. Learners could take photographs of physical portfolios which, along with annotation, would provide illustrative evidence. Learners will be able to discuss the purpose of these portfolios and their applicable uses in the chosen career pathway. Learners will demonstrate understanding of why a creative product may require repurposing for a particular pathway. Evidence could be in the form of a word-processed document or presentation, or in an audio-visual, audio or Blog format.
- M1:** Learners will discuss the uses and benefits of digital portfolios in contrast to the limitations of physical portfolios. Learners evidence their understanding of the different kinds of profiles and suitability for different career pathways. Clear annotation of the contrasted portfolios' evidence could be in the form of a word-processed document or presentation, or in an audio-visual, audio or Blog format.

LO2 Be able to scope and plan content for a personal media profile

- P2:** Learners will show that they have scoped their work, identified attributes and characteristics to assess suitability for inclusion in a personal media profile. There will be a clear indication of knowledge of file types and suitability for conversion and compression where there may be quality issues when displayed in digital portfolio format. This evidence should be presented clearly, and could be a table format, with a word-processed document, presentation, audio-visual, audio or Blog format.
- P3:** Learners will plan the creation of their personal media profile. Evidence will identify who the proposed target audience is for their personal media profile, and the suitability of the scoped content for inclusion. Evidence could be in the form of word-processed document, presentation, audio-visual, audio or Blog format.

LO3 Be able to repurpose content and create the personal media profile

- P4:** Learners will choose a piece of work they wish to repurpose or adapt. The current medium will be identified, as well as the proposed technique for the adaptation. A list of assets for the repurposed work could be evidenced in a table format. Learners will repurpose their chosen piece using the identified technique. Evidence could be in the form of word-processed document, presentation, audio-visual, audio or Blog format.
- M2:** Learners will explore and discuss legal and ethical requirements or issues with regard to their repurposed content. Evidence should include the sourcing of elements, which must show that learners have adhered to regulatory body standards. Evidence could be in the form of word-processed document, presentation, audio-visual, audio or Blog format.
- D1:** Learners evidence will show a clear understanding and justification of why the proposed content is suitable for their personal media profile. There will also be discussion of the benefits and opportunities of the adaptation, together with any limitations that were taken into consideration and the range of formats and file types for the adaptation. Only one adaptation is required for submission; however, this could be submitted as evidence in a range of formats.
- P5:** Learners will then create their personal media profile in the format of their choice, including the repurposed content. Learners have the opportunity to showcase their work in the format best suited to their target audience. Presentation and organisation, together with clear commentary on their content should be considered. Learners are encouraged to include a professional social networking profile to enhance their personal media profile. Learners will include Uniform resource locators (URLs) pointing to their digital personal media profile. Evidence could be in the form of word-processed document, presentation, audio-visual, audio or Blog format.

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, Moving image and Audio Production, and Digital Media Practitioner for Product Development 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.	Learners could liaise with employers with regard to content requirements and suitability of their digital portfolio approach.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	
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.	Employers could be invited to discuss appropriate formats for digital portfolios and discuss the types of content and information they would expect to see included.
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.	

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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