Unit 26
Application of converging technologies within a digital design proposal
Model assignment
A/615/1710
Version 1 November 2016
Contents

Guidance for tutors on using this assignment .......................................................... 3
   General .................................................................................................................. 3
   Before using this assignment to carry out assessment ........................................... 3
   When completing the assignment ........................................................................ 4
   Resources to complete the tasks .......................................................................... 4
   Time ...................................................................................................................... 4
   Format of evidence .............................................................................................. 5
   Group work .......................................................................................................... 5
   After completing the assignment ......................................................................... 6
   Reworking the assignment ................................................................................. 6
   Modifying the model assignment .................................................................... 6

General information for learners ............................................................................ 7

Assignment for learners ............................................................................................ 9
   Scenario .............................................................................................................. 9
   The tasks ............................................................................................................ 11
      Task 1: Carry out and evidence research into the developments of digital media
                  technologies and how that has informed your new product .................... 11
      Task 2: Research the organisational roles and cultures in the evolving new media ...... 12
      Task 3: Produce an illustration of how legal ethical social and moral issues impact on
                  the proposal .............................................................................................. 13
      Task 4: Create a project proposal .................................................................... 14
      Task 5: Present proposal to stakeholders ...................................................... 15

Evidence Checklist .................................................................................................. 16

Please note:

You can use this assignment to provide evidence for summative assessment, which is
when the learner has completed their learning for this unit and is ready to be assessed
against the grading criteria.

You can use this assignment as it is, or you can modify it or write your own; we give more
information in this document under Guidance for tutors.

ALL THESE MATERIALS MAY BE PHOTOCOPIED. Any photocopying will be done under
the terms of the Copyright Designs and Patents Act 1988 solely for the purposes of
assessment.
Guidance for tutors on using this assignment

General

OCR Cambridge Technical model assignments are available to download from our website: www.ocr.org.uk.

The purpose of this assignment is to provide a scenario and set of tasks that are typical of how a media professional, or company, may devise an idea for using converging technologies to bring a new proposal for a product to bring to the market, both creating a proposal and pitching it. They will understand how the legal framework will need to be implemented and the background to converging technologies to be able to show how their proposal may work (grounded in researched historic context), to enable you to assess your learner against the requirements specified in the grading criteria. The scenario and its tasks are intended to give a work-relevant vocational Context for applying the skills, knowledge and understanding needed to achieve the unit.

This assignment will not instruct learners how to meet the highest grade. Whether learners achieve a pass, merit or distinction will depend on what evidence they produce.

You can modify the scenario we provide in this assignment to make it more relevant to your local or regional needs. Please refer to the information under ‘Modifying the model assignment’ later in this section.

You don’t have to use this assignment. You can use it as a guide to help you to design your own assignment, and we provide an assignment checking service. You’ll find more information on these matters in section 8 of the qualification handbook.

In the tasks, we’ll refer to the format of evidence. Learners are not required to follow that format unless we tell them otherwise.

It’s essential that the work every learner produces is their own. Please make sure you read through the information we give on authenticity in section 8 of the qualification handbook and make sure that your learners and any staff involved in assessment understand how important authenticity is.

We provide this assignment to be used for summative assessment. You must not use it for practice or for formative assessment.

Before using this assignment to carry out assessment

Learners will need to take part in a planned learning programme that covers the knowledge, understanding and skills of the unit.

When your learners are ready to be assessed, they must be provided with a copy of the following sections of this assignment:

- General information for learners
- Assignment for learners
- Evidence Checklist

They may carry out preparation prior to undertaking the tasks and there is no time limit for this.
When completing the assignment

You should use this assignment in conjunction with the unit specification and qualification handbook.

It is essential that this unit is carried out synoptically when the learner has secured the relevant knowledge, skills and understanding from other units within this qualification in order to carry out their activity.

Learners may be working with a social media focus, product promotion focus or repurposed content focus. Which ever, learners need to be considering the most manageable and cost effective solutions to meet a need whilst also considering the wider effects on their audience, society and potential future markets.

Information to support the scenario/tasks

When presenting their planned proposal for task five learners may present to their tutor acting as one of the clients. It should be noted that this is a presentation to stakeholders and thus there should be a panel to present to that may comprise of the teacher, industrial specialists, a lay person or a combination of the above.

Resources to complete the tasks

There are no specific resources that you need to make available to learners when they are taking this assignment. You'll need to give them a copy of the scenario and the tasks.

Time

You should plan for learners to have 36 – 51 hours to complete this assignment.

Learners must be allowed sufficient time to complete all the tasks. The amount of time may vary depending on the nature of the tasks and the ability of individual learners. To help with your planning, against each of the tasks we’ve given an indication of how long it should take.

Learners can produce evidence in several sessions.

Task 1: This task requires learners to research how the digital revolution has influenced on their identified product proposal, identifying the new opportunities that have been created and the new technologies. They can look at the diversity and convergence of technologies across industries. This could be evidenced through a report, information sheet, presentation or a fact file with illustrations. All research undertaken should be fully referenced and industry contacts credited.

Task 2: This task requires learners to discuss how media institutions’ organisation has changed the market place leading to new organisations and production departments and new roles within industry, and how these have made their product proposal possible. This can be evidenced as a continuation of task 1 if wished using a report, information sheet, presentation or a fact file with illustrations.

Task 3: This task requires learners to explain legal and regulatory requirements that have an impact on the project proposal. They should outline how specific requirements have been addressed. This could be evidenced through a report, information sheet, presentation or a fact file with illustrations.
**Task 4:** In this task learners should create their proposal document using converging technologies looking at distribution channels and platforms that could be used for their product. The format of the proposal should be a treatment if they are proposing an audio or audio-visual product or print based and graphic product proposal. This can be further evidenced using a formal word-processed document, presentation or hand drafted documentation with supportive notes and documents.

**Task 5:** Learners must, in this task, present a planned product proposal that will widen audience reach through the use of converging technologies to stakeholders. The stakeholders could be a teacher, industrial specialists or a lay person or a combination. Evidence for this can be presented in an audio-visual recording along with questions and feedback.

**Format of evidence**

Learners have to produce evidence that demonstrates how they have met the grading criteria. At the very least they must produce evidence that meets all of the pass criteria.

**Please make sure your learners realise that missing just one pass criterion means they will not pass the unit, even if they have successfully met the merit and distinction criteria.**

The only requirement is that any desk top publishing, audio or audio-visual evidence is exported and submitted in a physical format. Videos must be submitted in DVD format and must be playable on domestic DVD players. Audio must be in a CD format for example desk top publishing evidence (pdf), audio (MP3) and audio (MP4) etc.

We don’t have specific requirements for the format of evidence in this assignment. We’ve said what format the evidence could take for each task. For example, if we say ‘You could include a report on …’, the evidence doesn’t have to follow any specific reporting conventions. You can modify the format of the evidence, but you must make sure the format doesn’t prevent the learner from accessing the grading criteria.

It’s possible that certain formats for evidence can naturally cover several grading criteria and avoid the need for excessive amounts of evidence. For example, a report can be a good way to pull together evidence to meet several grading criteria.

For more guidance on generation and collection of evidence, please refer to section 8 'Internal Assessment', in the qualification handbook.

**Group work**

This assignment has not been written to include group work. If you plan to ask learners to work in a team to complete work for assessment, you need to determine at which point in an assessment task learners can work together.

You must be sure that each learner can produce evidence of their own contribution to each grading criterion. You can give constructive feedback to learners about working as a group and direct them on team working skills because evidence of team working skills is not required by the unit. See our information on authentication, including group work and feedback to learners, in section 8 of the qualification handbook.

If witness statements are used to support learners’ evidence, you will need to complete an individual statement for each learner.
After completing the assignment

Once the learner has submitted their work to you to be assessed, you must judge or ‘mark’ the work against the grading criteria for the unit and identify one grade for the unit. For further information about assessment, please refer to section 8 of the qualification handbook.

Your assessment decisions must be quality assured across the cohort of learners in your centre who are being entered for the same unit. This must be done through an internal standardisation process. We give information on internal assessment and standardisation in the qualification handbook.

Reworking the assignment

If you and the learner feel they’ve not performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. If a learner is working on improving their work before it is resubmitted, you and the learner must continue to make sure the work is the learner’s own.

Any feedback you give to the learner must not direct them on how to improve their work. You can identify what area of the work could be improved but you cannot give the learner any details about how they could improve it. You must follow the guidelines given in section 8 of the qualification handbook under ‘Authenticity of learner work’.

Modifying the model assignment

The tasks in this assignment allow learners access to the full range of grades detailed in the grading criteria of this unit.

If you modify this assignment you must not change the grading criteria provided in the tasks for the learner or in the evidence checklist. These grading criteria are taken from the unit.

You can modify the scenario to suit your local or regional needs and the tasks may be contextualised to match any changes you have made to the scenario. If you supply your own drawings to support a different scenario, these must be sufficiently detailed for learners to complete the tasks.

You can modify the type of evidence and the format it takes, unless we expressly state that evidence must take a specific format.

You must also make sure that you avoid discrimination, bias and stereotyping and support equality and diversity. For more information, please see the section ‘Designing your own assignments for internally assessed units’ in section 8 of the qualification handbook.

If modifications are made to the model assignment, whether to the scenario alone, or to both the scenario and individual tasks, it’s your responsibility to make sure that all grading criteria can still be met and that learners can access the full range of grades.

If you’re using this model assignment and delivering the Extended Diploma you have an opportunity to secure meaningful employer involvement by working with an employer to modify it.
General information for learners

Q What do I need to do to pass this assignment?
A You need to produce evidence to meet the requirements of all the pass criteria for the unit this assignment relates to. If you miss just one pass criterion, you will not achieve this unit and will receive an unclassified result.

Q What do I need to do if I want to get a merit or distinction for this assignment?
A For a merit, you need to produce evidence to meet the requirements of all the pass criteria for the unit this assignment relates to and you need to produce evidence to meet all the merit criteria.

For a distinction, in addition to the above, you also need to meet all the distinction criteria for this unit.

Q What help will I get?
A Your tutor will support you when completing this assignment and will make sure that you know what resources or facilities you need and are allowed to use. We’ve given your tutor information about how much support they can give you.

Q What if I don’t understand something?
A It’s your responsibility to read the assignment carefully and make sure you understand what you need to do and what you should hand in. If you are not sure, check with your tutor.

Q I’ve been told I must not plagiarise. What does this mean?
A Plagiarism is when you take someone else’s work and pass this off as your own, or if you fail to acknowledge sources properly. This includes information taken from the internet.

It’s not just about presenting a whole copied assignment as your own; you will also be plagiarising if you use the ideas or words of others without acknowledgement, and this is why it’s important to reference your work correctly (see Q&A below for more information on referencing).

Plagiarism has serious consequences; you could lose the grade for this unit or you may not be allowed to achieve the whole qualification.

Always remember that the work you produce must be your own work. You will be asked to sign a declaration to say that it is.

Q What is referencing and where can I find out more information about it?
A Referencing is the process of acknowledging the work of others. If you use someone else’s words and ideas in your assignment, you must acknowledge it, and this is done through referencing.

You should think about why you want to use and reference other people’s work. If you need to show your own knowledge or understanding about an aspect of subject content in your assignment, then just quoting and referencing someone else’s work will not show that you know or understand it. Make sure it’s clear in your work how you are using the material you have referenced to inform your thoughts, ideas or conclusions.

You can find more information about how to reference in the The OCR Guide to Referencing available on our website: http://www.ocr.org.uk/i-want-to/skills-guides/.
Q **Can I work in a group?**
A Yes. However, if you work in a group at any stage, you must still produce work that shows your individual contribution. Your tutor can advise you how to do this.

Q **Does my work for each task need to be in a particular format?**
A You can present your work in a variety of ways – it can be handwritten, word-processed, on video or in digital media. What you choose should be appropriate to the task(s) and your tutor can advise you. There may be times when you need proof that you have completed the work yourself: for example, if you do something during work placement that you want to use as evidence, the tutor might ask the employer to provide a witness statement.

Make sure you check the wording in each task carefully. For each task, we’ll tell you if your evidence has to be in a specific format:

- If we say use the word ‘**must**’, for example ‘You must produce a report’ or ‘Your evidence/work must include a diagram’, then you must produce the work in the stated format.
- If we use the word ‘**could**’, for example ‘You could include sketches of your ideas’ or ‘You could do this by annotating your diagram’, this means that you are not required to follow the format we have given, but you must make sure that the work you do produce allows you to demonstrate the requirements of the grading criteria.

If you are unsure about what evidence you need, please ask your tutor.

Q **Can I ask my tutor for feedback on my work?**
A Yes, but they can’t give you detailed feedback.

We have given your tutor instructions on what kind of feedback they can give you. For example, they are not allowed to tell you exactly what to do to make your work better, but they can remind you about what they’ve taught you and you can use this additional learning to try and improve your work independently. They can say what they’ve noticed might be wrong with your work, for example if your work is descriptive where an evaluation is required, but your tutor can’t tell you specifically what you need to do to change it from a description to an evaluation – you will need to work out what you need to do and then do it for yourself.

Q **When I have finished, what do I need to do?**
A If you have included the personal details (such as name, address or date of birth) of someone other than yourself in your work, this must be blanked out (anonymised) – your tutor will tell you how to do this. You don’t need to do this for information contained in references.

You can complete the evidence checklist to show your tutor where they can find the evidence for each grading criterion in your work.

You should make sure your work is labelled, titled and in the correct order for assessing.

Hand in the work that you’ve completed for each task to your tutor. They might ask to see your draft work, so please keep your draft work in a safe place.

Q **How will my work be assessed?**
A Your work will be marked by someone in your centre who has been authorised to do so. They will use the information in the grading criteria to decide which grade your work meets. The grading criteria are detailed in each unit and are also given in the tasks within this assignment. Please ask your tutor if you are unsure what the grading criteria are for this assignment.
Scenario

The competition is now open!

Progressive Times are a company specialising in converging technologies. They do not advertise for personnel. Instead, each year they run a competition open to students. The competition is to complete a digital product proposal for a new social media product. This would be a video streaming equivalent of twitter, so that a live video feed is broadcast from a pair of special glasses (or head camera) that is worn by celebrities. This enables fans to see ‘live’ what their favourite celebrity is doing and therefore becomes a multimedia virtual reality version of twitter. This will be called Vidter. This will be pitched to a panel of judges in a “Dragon’s Den” style forum. The best proposal gets the job!

You are required to produce a product proposal that shows how the product will use converging technologies in order to exploit the market that the proposal identifies.

Your proposal must include the following to impress the company’s judges:

- Research into the development of digital media technologies and how this has supported your ideas in the planning of a new product.
- Show the evolution of new media organisational cultures and the roles that have had an impact on your product proposal.
- An illustration that you understand how the legal, ethical, social and moral issues impact on your product proposal.
- The design proposal that identifies how converging technologies will be harnessed to exploit the previously identified new markets including the products, platform and its channels of distribution.
- A project outline of scope, the formats, as well as an appropriate marketing mix for your planned cross media product.

You must present your planned product proposal to the panel of judges, justifying your decisions and then gaining feedback and revising your proposal in light of this feedback. The format of the product proposal should be a treatment for an audio or audio-visual product as the product proposal itself that will be pitched to stakeholders and then any feedback and revisions.

Introduction to the tasks:

You need to produce a digital product proposal that will widen audience reach through the use of converging technologies which is outlined in the task detail.

As a starting point you should:

Research the developments in digital media and the technologies and how that will influence your thought processes in your own product planning.
Look at the changes that have taken place in the media market and understand the roles that are required to support the content you will need for your product and how these changes in the market have provided an opportunity for your product proposal.

Describe the legal and ethical regulations that would impact on your product and how you would conform to social and moral concerns of stakeholders.

Identify the channels and platforms that you would use to distribute your product and create a project proposal document for stakeholders.

Present your planned proposal to a panel and then any feedback and revisions that have been made.
The tasks

**Task 1:** Carry out and evidence research into the developments of digital media technologies and how that has informed your new product

(This task should take between 7 and 11 hours.)

Learning Outcome 1: Be able to research the development of digital media technologies to support the planning of a new product, is assessed in this task.

Your task is to:

Carry out research into the way the media industry has evolved and changed since the early 20th Century to present day moving into the way technologies have diversified and converged in more recent times and the implications of this. This research should show how your findings support your planning of a new product.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>*P1: Explain how the digital revolution will impact on your proposal for a new product.</td>
<td>M1: Analyse the developments within digital technologies and the opportunities generated from the relationships they have created between industries.</td>
<td></td>
</tr>
</tbody>
</table>

*Synoptic assessment from Unit 6 Social media and globalisation.*

**Evidence**

For this criteria you must carry out research and any research that is undertaken should be fully referenced and any industrial contacts credited.

Your evidence must include:

**P1**

A report, blog, audio-visual presentation, information sheet or a fact file with illustrations explaining how the digital revolution will impact on your new product. The evidence must relate to your product proposal and explain how this impacted on thought processes and ideas.

**M1**

You will need to analyse the developments that have happened within digital technologies. You should write a report based on the opportunities that have been created from these developments between industrial sectors.

The evidence must relate to your product proposal and explain how this impacted on thought processes and ideas.
**Task 2: Research the organisational roles and cultures in evolving new media**

(This task should take between 8 and 12 hours.)

Learning Outcome 2: *Be able to correlate the evolution of new media organisational cultures and roles which have impacted on the product proposal*, is assessed in this task.

Your task is to:

Research and review the evolution of the media industry in terms of its organisational culture and job roles and relate this to the impact these will have on your product proposal.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>P2: Explain the changing media marketplace and how this has provided the opportunity for the proposed new product.</em></td>
<td>M1: Analyse the developments within digital technologies and the opportunities generated from the relationships they have created between industries.</td>
<td>D1: Evaluate the evolution of historically large corporations to meet the challenges of a converging media market.</td>
</tr>
<tr>
<td><em>Synoptic assessment from Unit 1 Media products and audiences.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>P3: Describe roles required to support the content within the planned proposal.</em></td>
<td>M2: Compare traditional media roles with new emerging roles and the impact this has had on your product proposal.</td>
<td></td>
</tr>
<tr>
<td><em>Synoptic assessment from Unit 2 Pre-Production and planning.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence**

For this criteria you must carry out research and any research that is undertaken should be fully referenced and any industrial contacts credited.

The evidence must include:

**P2**

A report, blog, audio-visual presentation, information sheet or a fact file with illustrations that explains the changing market place for media and how this has provided the opportunity for your proposed new product.

**P3**

Carrying on from the work in P1 you should describe the roles that are required to support the content within your proposal.

**M2**

You must compare traditional media roles with new emerging roles and the the impact on your product proposal.

**D1**

Your report, blog, audio-visual presentation, information sheet or a fact file with illustrations can continue and evaluate how historical large corporations have evolved to meet the challenges of the converging media market.
**Task 3: Produce an illustration of how legal, ethical, social and moral issues impact on the proposal**

(This task should take between 3 and 6 hours.)

Learning Outcome 3: *Be able to illustrate how the legal, ethical, social and moral issues are considered within the product proposal*, is assessed in this task.

Your task is to:

Develop, from research, an illustration of how the legal ethical social and moral issues have made an impact on the product proposal and how these have been considered at this stage of the proposal.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>P4: Describe how the proposal conforms to meet all legal and regulatory requirements.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Synoptic assessment from Unit 2 Pre-Production and planning.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P5: Assess the ethical, social and moral impact your proposal could have on stakeholders.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence**

You must carry out research for this criteria

Your evidence must include:

**P4**

A report, slide presentation, information sheet commentary of audio visual material or a fact file with illustrations that describes how your proposal meets all the legal and regulatory requirements that have been researched. This may include privacy and defamation issues relating to live video.

**P5**

This can be added to the documented evidence for P4 and you should assess how your proposal could impact on the ethical, social and moral rights of any stakeholders (this may be users, suppliers, or the company itself).

The evidence must relate back to and show the impact this has had on the thought process and influences for your product proposal.
Task 4: Create a project proposal

(This task should take between 12 and 14 hours.)

Learning Outcome 4: Be able to create a proposal using converging technologies to exploit the identified new markets, is assessed in this task.

Your task is to:

Create a project proposal that uses converging technologies and explains how it will exploit a new market that has been identified in the proposal.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>*P6: Identify the channels and platforms to be used for the distribution of the new product.</td>
<td>M3: Justify how new audiences can be targeted by the new product.</td>
<td></td>
</tr>
<tr>
<td>*Synoptic assessment from Unit 1 Media products and audiences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*P7: Create a project proposal specification document for the new product.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Synoptic assessment from Unit 5 TV and short film production.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evidence

You must create your proposal for your stakeholders.

The format of the proposal should be a treatment for the audio or audio-visual product proposal.

Your evidence must include:

P6

A verbal recorded presentation identifying the channels and platforms that will be used to distribute the new product.

P7

The actual project proposal specification document for the new product.

M3

Within your project proposal you must justify how a new audience can be targeted by the new product.
**Task 5: Present proposal to stakeholders**

(This task should take between 6 and 8 hours.)

Learning Outcome 5: *Be able to present a planned proposal that will widen audience reach through the use of converging technologies*, is assessed in this task.

Your task is to:

Make a presentation to stakeholders of the proposal. This can be using audio visual aids if required.

<table>
<thead>
<tr>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>P8: Present the new product proposal to stakeholders.</em></td>
<td>M3: Justify how new audiences can be targeted by the new product.</td>
<td>D2: Critically evaluate how the negative impacts of converging technology will be minimised within the proposed campaign.</td>
</tr>
<tr>
<td><em>Synoptic assessment from Unit 5 TV and short film production.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P9: Explain analysed feedback for project feasibility.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Evidence**

You must present your proposal to stakeholders.

Your evidence must show that you have presented your planned proposal that will widen audience through the use of converging technologies. This can be done by audio-visually recording your presentation along with any questions and feedback given as well as producing evidence in the form of a written report or presentation.

Your evidence must include:

**P8**

An audio-visual recording of your presentation of your new product proposal to stakeholders.

**P9**

Your audio-visual recording from P8 must include the feedback given for your proposal. This should then be analysed and explained in order to respond to any feedback given from the stakeholders.

**D2**

Within your proposal to the stakeholders you must critically evaluate how the negative impacts of converging technologies will be minimised within the campaign.
**Evidence Checklist**

**OCR Level 3 Cambridge Technicals in Digital Media**

**Unit 26: Application of converging technologies within a digital design proposal**

**LEARNER NAME:**

<table>
<thead>
<tr>
<th>For PASS have you: (as a minimum you have to show you can meet every pass criterion to complete the unit)</th>
<th>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>*P1: Explained how the digital revolution will impact on your proposal for a new product.</td>
<td></td>
</tr>
<tr>
<td>*P2: Explained the changing media marketplace and how this has provided the opportunity for the proposed new product.</td>
<td></td>
</tr>
<tr>
<td>*P3: Described roles required to support the content within the planned proposal.</td>
<td></td>
</tr>
<tr>
<td>*P4: Described how the proposal conforms to meet all legal and regulatory requirements.</td>
<td></td>
</tr>
<tr>
<td>P5: Assessed the ethical, social and moral impact your proposal could have on stakeholders.</td>
<td></td>
</tr>
<tr>
<td>*P6: Identified the channels and platforms to be used for the distribution of the new product.</td>
<td></td>
</tr>
<tr>
<td>*P7: Created a project proposal specification document for the new product.</td>
<td></td>
</tr>
<tr>
<td>*P8: Presented the new product proposal to stakeholders.</td>
<td></td>
</tr>
<tr>
<td>P9: Explained analysed feedback for project feasibility.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Merit have you:</th>
<th>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>M1: Analysed the developments within digital technologies and the opportunities generated from the relationships they have created between industries.</td>
<td></td>
</tr>
<tr>
<td>M2: Compared traditional media roles with new emerging roles and the impact this has had on your product proposal.</td>
<td></td>
</tr>
<tr>
<td>M3: Justified how new audiences can be targeted by the new product.</td>
<td></td>
</tr>
<tr>
<td>For Distinction have you:</td>
<td>Where can your tutor find the evidence? Give page no(s)/digital timings, etc.</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>D1: Evaluated the evolution of historically large corporations to meet the challenges of a converging media market.</td>
<td></td>
</tr>
<tr>
<td>D2: Critically evaluated how the negative impacts of converging technology will be minimised within the proposed campaign.</td>
<td></td>
</tr>
</tbody>
</table>