

Cambridge TECHNICALS LEVEL 2



# DIGITAL MEDIA

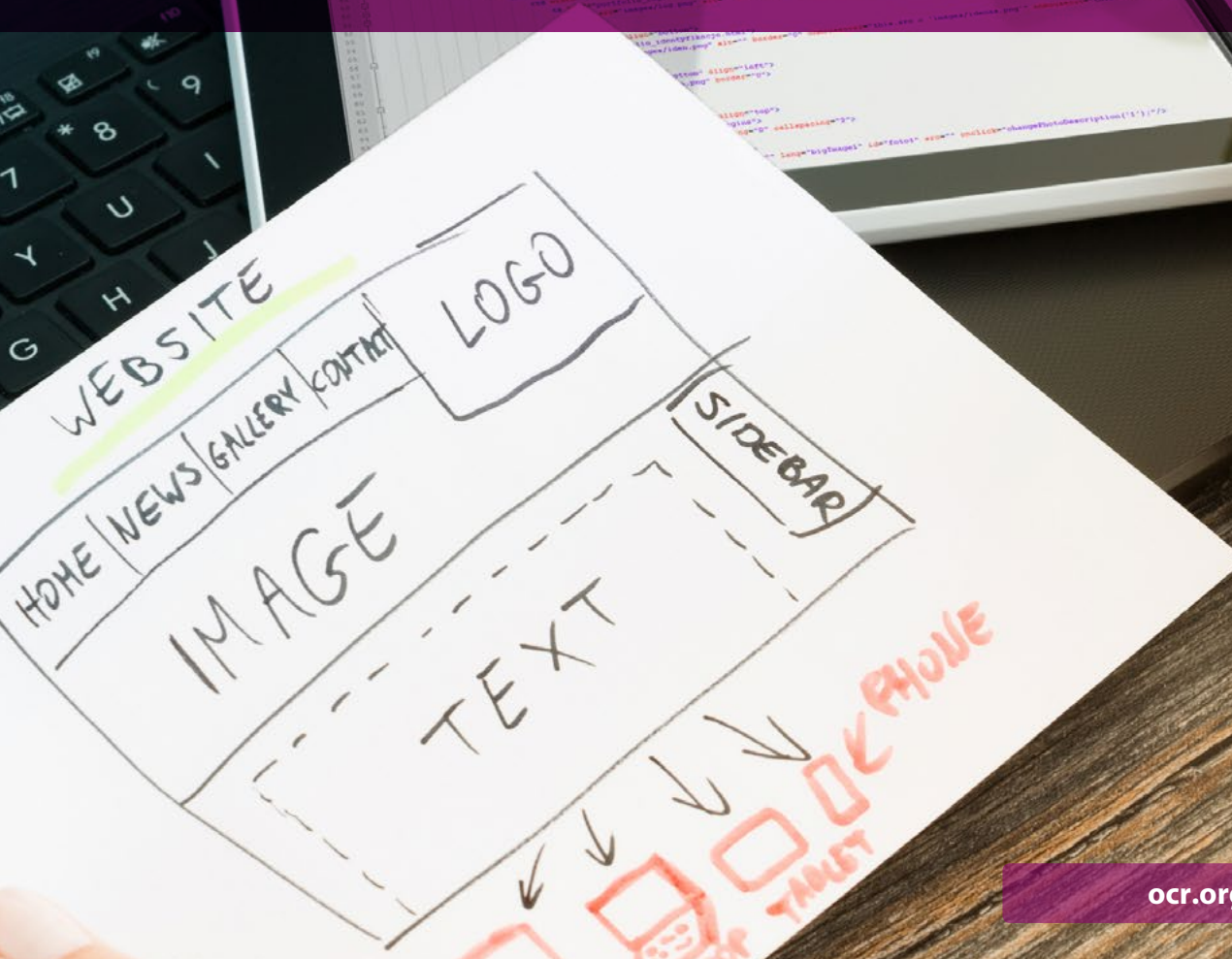
Unit 4

Digital media content enhancement

L/616/9337

Guided learning hours: 60

Version 2 - August 2018 - black line indicates updated content



## LEVEL 2

### UNIT 4: Digital media content enhancement

L/616/9337

**Guided learning hours:** 60

**Essential resources required for this unit:** Animation software, image creation software, sound recording equipment, editing software, audio editing software

**Assessment:** This unit is internally assessed and externally moderated by OCR.

#### UNIT AIM

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Digital media products can take a variety of forms. However, when creating and editing any digital media product, it may be possible to improve its effectiveness by applying a range of enhancements and visual and audio effects. By completing this unit, you will be able to select and apply a range of tools and techniques to a digital media product to enhance its impact on the consumer.

## TEACHING CONTENT

The unit content describes what has to be taught to ensure that learners are able to access the highest grade.

Anything which follows an i.e. details what must be taught as part of that area of content.

Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples to their work though these do not need to be the same ones specified in the unit content.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
1. Understand the different visual and audio effects that can be used to enhance a digital media product	1.1 How text can be used to enhance a digital media product, e.g. <ul style="list-style-type: none"> <li>• font</li> <li>• size/hierarchy</li> <li>• colour</li> <li>• emphasis</li> <li>• opacity</li> <li>• contrast</li> <li>• positioning/alignment</li> <li>• wrapping</li> </ul> 1.2 How images can be used to enhance a digital media product, e.g. <ul style="list-style-type: none"> <li>• size</li> <li>• position</li> <li>• colour</li> <li>• opacity</li> <li>• border</li> <li>• colour change/effect</li> </ul> 1.3 How movement and animation can be used to enhance a digital media product, e.g. <ul style="list-style-type: none"> <li>• transition</li> <li>• side to side</li> <li>• glide</li> <li>• walk</li> <li>• page turn</li> </ul> 1.4 How interaction can be used to enhance a digital media product, e.g. <ul style="list-style-type: none"> <li>• click</li> <li>• drag and drop</li> <li>• button</li> <li>• rollover</li> <li>• zoom in/out</li> </ul> 1.5 How audio can be used to enhance a digital media product, e.g. <ul style="list-style-type: none"> <li>• voice</li> <li>• music</li> <li>• sound effect</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>2. Be able to apply visual and audio effects to a digital media product for a client brief</p>	<p>2.1 How to select appropriate effects according to, i.e.</p> <ul style="list-style-type: none"> <li>• client's requirements</li> <li>• impact of product on target audience</li> <li>• impact of product for purpose</li> <li>• product type being enhanced (e.g. interactive website, interactive animation, interactive game, interactive multimedia product, interactive digital publishing)</li> </ul> <p>2.2 How to select and apply the appropriate visual effects to digital media products, i.e.</p> <ul style="list-style-type: none"> <li>• planning for application of proposed visual effects <ul style="list-style-type: none"> <li>○ text (e.g. font, colour, opacity, positioning)</li> <li>○ image (e.g. size, colour, borders)</li> </ul> </li> <li>• application of visual effects</li> <li>• reviewing the impact of applied effects and edit effects as required</li> </ul> <p>2.3 How to select and apply the appropriate interactive effects to digital media products, i.e.</p> <ul style="list-style-type: none"> <li>• planning for application of proposed interactive effects <ul style="list-style-type: none"> <li>○ movement and animation (e.g. transition, side to side, glide, walk, page turn)</li> <li>○ interaction (e.g. click, drag and drop, button, rollover, zoom in/out)</li> </ul> </li> <li>• application of interactive effects</li> <li>• reviewing the impact of applied effects and edit effects as required</li> </ul> <p>2.4 How to select and apply the appropriate audio effects to digital media products, i.e.</p> <ul style="list-style-type: none"> <li>• planning for application of proposed audio effects <ul style="list-style-type: none"> <li>○ voice (e.g. echo, pitch, tone)</li> <li>○ music (e.g. pitch, repetition, chorus)</li> <li>○ sound effect (e.g. distortion, phaser, equalization)</li> </ul> </li> <li>• application of audio effects</li> <li>• reviewing the impact of applied effects and edit effects as required</li> </ul>

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>3. Be able to export visual and audio effects to enhance a digital media product</p>	<p>3.1 How to export visual effects, i.e.</p> <ul style="list-style-type: none"> <li>• optimisation</li> <li>• export properties</li> <li>• distribution channel</li> </ul> <p>3.2 How to export audio effects, i.e.</p> <ul style="list-style-type: none"> <li>• optimisation</li> <li>• export properties</li> <li>• distribution channel</li> </ul>
<p>4. Be able to review the chosen effects applied to a digital media product to meet the client brief</p>	<p>4.1 Considerations for review of visual and audio effects made to a digital media product, i.e.</p> <ul style="list-style-type: none"> <li>• purpose</li> <li>• audience</li> <li>• product type</li> <li>• distribution channel</li> </ul>

## GRADING CRITERIA

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the Pass and Merit criteria, the candidate is able to:
1. Understand the different visual and audio effects that can be used to enhance a digital media product	<b>P1:</b> Explain how different types of visual, audio and interactive effects are used to enhance an existing digital media product		
2. Be able to apply visual and audio effects to a digital media product for a client brief	<b>P2:</b> Apply visual effects to a digital media product <b>P3:</b> Apply audio effects to a digital media product	<b>M1:</b> Apply interactive effects to a digital media product	
3. Be able to export visual and audio effects to enhance a digital media product	<b>P4:</b> Export visual effects that have been applied to a digital media product <b>P5:</b> Export audio effects that have been applied to a digital media product		<b>D1:</b> Optimise effects applied to a digital media product for use on a range of distribution channels
4. Be able to review the chosen effects applied to a digital media product to meet the client brief	<b>P6:</b> Review how well you have used your choice of visual and audio effects on a digital media product in the light of the client's requirements	<b>M2:</b> Identify alternative options considered and justify the reasons for discounting them from your products	<b>D2:</b> Evaluate what you may do differently in future products

## ASSESSMENT GUIDANCE

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It is important for learners to have the opportunity to learn and apply their knowledge and skills to meaningful substantial tasks, in order to successfully achieve the unit.

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

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

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

### **LO1 Understand the different visual and audio effects that can be used to enhance a digital media product**

This LO is about learners knowing about the different visual and audio effects that can be applied a to digital media product.

**P1:** The learners must explain how different types of visual, audio and interactive effects and techniques that can be used to enhance a digital media product. The different types must include at least three effects (any combination of visual, audio and/or interactive). Evidence can be in the form of a written report, presentation, a video of presenting the information to an audience, or an information guide.

### **LO2 Be able to apply visual and audio effects to a digital media product for a client brief**

This LO is about the learners using the tools and techniques from LO1 to practically apply visual and audio effects to a digital media product.

**P2:** The learners must apply visual effects to a digital media product of their choice. Learners are required to select and apply appropriate visual effects from the specification to enhance a digital media product. The evidence for this LO is the actual visual effects being applied to a digital media product. Supporting documents showing the visual effects being applied can be supplied to illustrate the tools and techniques used.

**P3:** The learners must apply audio effects to a digital media product of their choice. Learners are required to select and apply appropriate audio effects from the specification to enhance a digital media product. The evidence for this LO is the actual audio effects being applied to a digital media product. Supporting documents showing the audio effects being applied can be supplied to illustrate the tools and techniques used.

**M1:** The learners must apply effects to a digital media product of their choice that allow the users to interact with the product. Learners are required to select and apply appropriate interactive effects from the specification to enhance a digital media product. The evidence for this LO is the actual interactive effects being applied to a digital media product. Supporting documents showing the interactive effects being applied can be supplied to illustrate the tools and techniques used.

### **LO3 Be able to export visual and audio effects to enhance a digital media product**

This LO is about the learners being able to export the visual and audio effects so that they are applied correctly in the final format of the digital media product that they produce.

**P4:** The learners should export the visual effects applied so that they work fully on a digital media product. The evidence for this is the final digital media product with supporting documentation showing the export process.

**P5:** The learners should export the audio effects applied so that they work fully on a digital media product. The evidence for this is the final digital media product with supporting documentation showing the export process.

**D1:** The learners should optimise the effects applied so that the digital media product can be viewed effectively through appropriate distribution channels. Evidence for this is the final digital media product together with supporting documentation showing the optimisation process.

### **LO4 Be able to review the chosen effects applied to a digital media product to meet the client brief**

This LO is about the learners showing that they have made intelligent decisions about the effects that they have applied to their digital media product, influencing how the product has been enhanced as a result.

**P6:** Learners must review how well they have applied their chosen effects to the digital media product and how this makes the product more effective for the client, in light of the client's requirements. Evidence could be in the form of written report, annotated screenshots, presentation or video/audio report.

**M2:** Learners must identify the alternative options that they considered, explaining why they were discounted and justifying the reasons for discounting them. Evidence could be in the form of written report, annotated screenshots, presentation or video/audio report.

**D2:** Learners must evaluate what they may do differently in terms of applying enhancements to the moving image and audio product they have made. They may build on **P6** and **M3**.



## SYNOPTIC ASSESSMENT

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Synoptic assessment is a feature of this qualification and it requires learners to use an appropriate selection of their skills, knowledge and understanding, acquired through all of the units that make up their qualification, in an integrated way and apply them to a key task or tasks.

This helps learners to develop their appreciation and understanding of the connections between the different elements of learning in this qualification to help make their curriculum meaningful and better prepare them for employment in the digital media sector, please see Section 6 of the centre handbook for more detail.

Links between this unit and other units:

Unit 1, Digital media and emerging technologies

Unit 2, Principles of concept design and pre-production

Unit 3, Digital media industry – products and audiences

## MEANINGFUL EMPLOYER INVOLVEMENT – A REQUIREMENT FOR TECHNICAL CERTIFICATE QUALIFICATIONS

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Level 2 Cambridge Technical Diploma in Digital Media.

This qualification has been designed to be recognised as a Technical Certificate in performance tables in England. It is a requirement of this qualification for centres to secure employer involvement through delivery and/or assessment of the qualification for every learner.

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

Please refer to the Qualification Centre Handbook (Section 5, Involving employers in teaching, learning and assessment) for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement – eligible activities	Suggestion/ideas for centres when delivering this unit
1. Students undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Shadow members of staff in a digital media organisation to understand the skill requirements needed for digital media enhancement. Students could follow the development of a product, during their placement, learning how visual and audio effects are added and see the decision making processes.
2. Students undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Digital media company provide a ‘real world’ brief, with a product prototype, to allow students to enhance it. Students can then decide which effects to use and then apply them to the product.
3. Students take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	A visiting speaker from a digital media organisation, such as a web designer or animator, can deliver a lecture and demonstration regarding the decisions that they take regarding which effects to apply and how to apply them.
4. Industry practitioners operating as ‘expert witnesses’ that contribute to the assessment of a student’s work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	When students review the chosen effects applied to the digital media product, a web developer, animator or graphic artist could form part of the audience and so provide feedback.

You can find further information on employer involvement in the delivery of qualifications in the following documents:

- [Employer involvement in the delivery and assessment of vocational qualifications](#)
- [DfE work experience guidance](#).

To find out more

**[ocr.org.uk/digitalmedia](http://ocr.org.uk/digitalmedia)**

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

Alternatively, you can email us on **[vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)**



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