



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

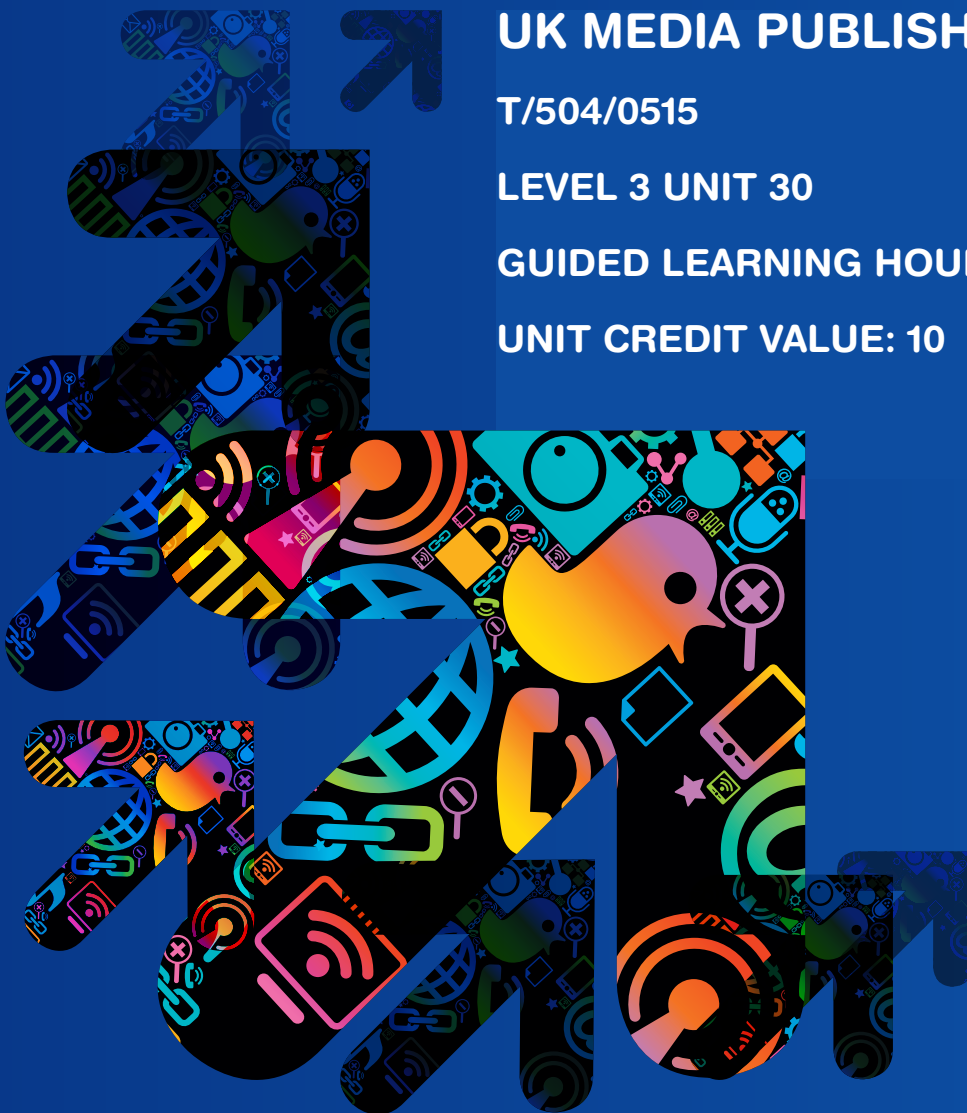
## UK MEDIA PUBLISHING

T/504/0515

LEVEL 3 UNIT 30

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# UK MEDIA PUBLISHING

T/504/0515

LEVEL 3

## AIM OF THE UNIT

By completing this unit learners will understand the organisation of the UK media publishing industry, and UK media publishing products. Learners will understand how to plan the production of a UK printed media product, and how to deliver an effective pitch or presentation covering key aspects of the plan. They will also understand the importance of gaining and evaluating feedback.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:	To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand UK-based media publishing and associated products	P1 Learners research a UK-based media publishing company. They produce a case study that includes information about the following: <ol style="list-style-type: none"> <li>production process</li> <li>products</li> <li>readership</li> <li>marketing/promotion</li> <li>advertisers</li> <li>distribution</li> </ol> P2 Learners analyse an existing UK-based newspaper and an existing UK-based magazine, including: <ol style="list-style-type: none"> <li>front cover/page</li> <li>double page spread including a feature article</li> <li>advertisement</li> <li>genre</li> <li>content</li> <li>style</li> <li>target readership</li> </ol>		
2 Be able to plan an original UK-based print media product	P3 Learners plan their own original UK-based print media product, including: <ol style="list-style-type: none"> <li>ideas research and generation</li> <li>research into similar existing products</li> <li>proposal outlining the chosen idea and target readership</li> <li>pre-production materials</li> <li>production plan with budget and launch date</li> <li>legal/ethical issues</li> </ol>	M1 Learners provide a detailed proposal and production plan. The chosen idea is relevant and appropriate to the needs of the target readership. The launch date and budget are realistic.  Learners create their own housestyle that sets out chosen fonts, colours and layout for their planned UK printed media product.	D1 Learners explain relevant legal and ethical constraints and describe how the regulatory bodies' codes of conduct and regulations affect their UK printed media product.  Learners justify how their housestyle choices will enhance their UK printed media product
3 Be able to produce materials for an original UK-based print media product	P4 Learners produce a competent double-page spread, along with a competent front cover/page for the original UK-based printed media product planned for. Images that are relevant to the text are included	M2 Learners demonstrate proficient print production skills. The double-page spread and front cover/page produced is fit for purpose, suitable for the needs of the target reader and generally of a good technical standard	D2 Learners demonstrate effective use of conventions that are relevant to the format and style of the planned UK printed media product. The front cover/page and double-page spread produced is generally of a high technical standard
4 Be able to deliver an effective pitch or presentation to a publisher	P5 Learners deliver a pitch or presentation, covering key aspects of their plan, to a publisher for feedback. They include: <ol style="list-style-type: none"> <li>proposal</li> <li>double-page spread and front cover/page produced</li> <li>budget</li> <li>production plan with launch date</li> <li>target audience</li> </ol>	M3 Learners are able to deliver an effective pitch or presentation. The content of the pitch or presentation is detailed and relevant.	
5 Be able to evaluate feedback gained from a pitch or presentation	P6 Learners evaluate the potential success of their plan based on feedback received from the publisher. They suggest changes to their plan based on the feedback received		

## 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.

### Understand UK-based media publishing and associated products

For example:

- structure, pre-production, production and post-production activities and job roles
- journals, periodicals, magazines, newspapers (free/paid for)
- target audience lifestyle and needs, demographics, circulation
- TV ads, billboards, multimedia screens, websites, merchandising
- relationship between advertisers, and the publication
- relationship between publisher, distributor, retailer and consumer.

For example:

- relationship between text, images, layout, semiotics, denotation, connotation
- style of language, choice of images, relationship between text, images, layout, semiotics, denotation, connotation
- type of advertisement in relation to print product type, genre and target readership
- broadsheets, tabloids, special interest, lifestyle
- articles, news values, features, editorials, advertising, merchandising
- style of language, colour, choice of images, relationship between text, images, layout, semiotics, denotation, connotation
- by age, gender, lifestyle, interests, spending power, how does the product appeal to target audience.

### Be able to plan an original UK-based print media product

For example:

- sources of ideas (e.g. real life events, local/national stories), readership research (e.g. what they like about existing similar products, what they would like to see in the new product)
- similar existing products in genre chosen – layout, content, style

- title, format, content, target readership by age, gender, lifestyle, interests, spending power, how does the product appeal to target readership
- flat plans and sketches showing planned format and style, proposed content, draft articles, draft layouts, plan for images needed, select fonts/graphics/colours, housestyle etc.
- industry standard production plans, resources, personnel timescales etc. budget summary based on professional rates, sources of income (e.g. advertising)
- copyright, libel, defamation, accuracy, offensive material, confidentiality, privacy, chequebook journalism, representation, Press Complaints Commission or relevant regulatory body, Advertising Standards Authority.

### Be able to produce materials for an original UK-based print media product

- Following, for example, safe working practices, commercial/industry practices and conventions.
- Produce: layout, content, housestyle, colour, images, fonts, articles.

### Be able to deliver an effective pitch or presentation to a publisher

For example:

Teacher in role of publisher.

- Proposal: title, format, content, appeal to target readership
  - front cover or front page double page spread produced
  - budget summary based on professional rates, sources and income (e.g. advertising)
  - industry standard production plans, feasibility, resources, timescales etc.
  - profile and size of intended target reader by age, gender, lifestyle, interests, spending power.

Feedback could take the form of a written report, written or verbal response (supported with a witness statement).

Questionnaire, audio-visual/audio recording, feedback form, online survey.

**Be able to evaluate feedback gained from a pitch or presentation**

For example:

Written analysis, graphical analysis, summary of feasibility.

Strengths and weaknesses of the plan based on feedback.

Based on feedback suggest improvements to the plan i.e. the budget, production plan, pre-production material, ideas etc.

## DELIVERY GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products. This unit can be linked with the other print units 13, 15, 31 and 32.

If working as a team, learners should ensure that they have identified their contribution to the planning and execution of any task involving teamwork. If learners are working as a team this presents the opportunity for individuals to draw on their strengths and also to develop new skills.

**P1/P2:** It may be helpful for learners to look at case studies supported by teacher led discussions, in order to understand the UK media publishing industry, its processes and products. It may also present an opportunity, where possible, for learners to undertake a visit to printers of magazines or newspapers, or for the centre to arrange visits from guest speakers or practitioners. Learners may also find company websites, or published information useful sources for their research, they may also wish to use sources such as business libraries, trade magazines for example. Suggested evidence could include a written report, diagrams and graphs, audiovisual presentation of the material, wall chart diagram of the production process, information sheets, a slide show with supporting notes, blog. Learners should be taught the principles of textual analysis for print media publishing products, they should also understand the media theory relevant to signification such as denotation and connotation, so that they are able to analyse the chosen print products. Learners may also find it helpful to look at company websites with regard to information on their readership profile, this

may also be available in company published material. Their findings could be evidenced by outcomes such as a written textual analysis, annotated material, slide presentation, commentary over audiovisual material.

**P3/M1/D1:** It may be helpful to use case studies to make learners aware of the legal and ethical issues applicable to media products when they are planning their print media product, so it may be helpful for learners to debate these issues through class discussions considering issues such as copyright, intellectual property rights, use of offensive material. Learners may find it beneficial to utilise online sources of information such as the Press Complaints Commission or the relevant regulatory body. Work could be evidenced in written format, letters to relevant bodies or online requests applying for copyright permission. It is important that learners relate the relevant legal and ethical issue to the particular media product they are planning. Learners should where possible use industry standard formats for their proposal, production plan and budget. They may also find it useful when collating their primary research to use a variety of methods such as questionnaires, interviews and focus group and they should look to compile this information into a planning report ready for delivery in a pitch. Where learners compile secondary research they should make sure that they understand the correct way to credit the sources of information. It is not acceptable for learners to include large tracts of downloaded information from the Internet, this information could be included as supporting evidence; however the learner must have demonstrated an ability to interpret the information for inclusion in their planning report. When producing pre-production material candidates should first decide on the format, genre and housestyle of the intended print product before developing layouts, articles etc.

**P4/M2/D2:** Learners producing a media print product should wherever possible work to a deadline and follow safe working practices. It may provide good experience for learners to work in a team, dependent on the media product, however individual learner's contribution to the overall work must be clearly identifiable. If working as a group it is important that learners can demonstrate their contribution to the process, this could take the form of a witness statement from the teacher. Learners should be taught appropriate production skills in line with commercial practices, which may be possible through teacher led skills workshops, or where possible inviting guest practitioners to the centre.

**P5/M3:** Learners should endeavour to pose probing questions about their product when seeking feedback. Learners should present to the publisher, where possible, or a teacher in the role of a publisher. The presentation should include the material to cover the requirements for assessment criteria P4/M2/D2. Learners should provide a verbal introduction to the presentation and also provide the publisher or teacher in role of the publisher with an opportunity to provide feedback, this may include for instance a discussion with the producer on the feasibility of the product, a questionnaire, a recorded interview or alternatively hold a question and answer session. It is important that the learner records the outcomes of the discussion, question and answer session, which could be in written format or an audio recording. If working as a group, learners should ensure that they have identified their contribution to the planning and execution of the presentation, so it is advisable that a witness statement provided by the publisher or teacher in role could be included as evidence for the criteria. Feedback should be based on the plan and the learner's contribution to the presentation.

**P6:** This could take the form of a written or verbally recorded report with supporting images and diagrams including a summary of the feasibility of the plan for the print product which reflects the feedback gained from the publisher or teacher in the role of the publisher.

Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, however learners should be encouraged to stretch their skills and knowledge by using a range of mediums to evidence their work.

## RESOURCES

This section provides suggestions of suitable resources. The list is neither prescriptive nor exhaustive, and learners should be encouraged to gather information from a variety of sources.

Some suggested resources are intended for tutor use. The resources in this section were current at the time of production.

### Books

Richardson, P & Taylor, G (2008)	<i>A Guide to the UK Publishing Industry</i> Publishers Association
Clark, G & Phillips, A (2008)	<i>Inside Book Publishing</i> Routledge (4th edition)
Bann, D (2006)	<i>The All New Print Production Handbook</i> RotoVision
Friedlander, EJ & Lee, J (2003)	<i>Feature Writing for Newspapers and Magazines: The Pursuit of Excellence</i> Allyn & Bacon (5th edition)
Hennessy, B (2005)	<i>Writing Feature Articles</i> Focal Press (4th edition)
Dick, J (1996)	<i>Writing for Magazines</i> A&C Black Publishers Ltd
Whittaker, J (2008)	<i>Magazine Production</i> Routledge (1st edition)

### Websites

[www.pcc.org.uk](http://www.pcc.org.uk)

[www.asa.org.uk](http://www.asa.org.uk)

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

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

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



## LINKS TO NOS

The Publishing Training Centre – Publishing (2005)

**UNIT 1** Identify and evaluate markets, publishing priorities and resources

**UNIT 2** Develop publishing proposals

The Newspaper Society – Multimedia and Print Journalism (2007)

**12** Convert material for page make-up

**14** Write captions

**15** Write headings

**17** Design and produce page layout



## **CONTACT US**

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

We're always delighted to answer questions and give advice.

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