



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

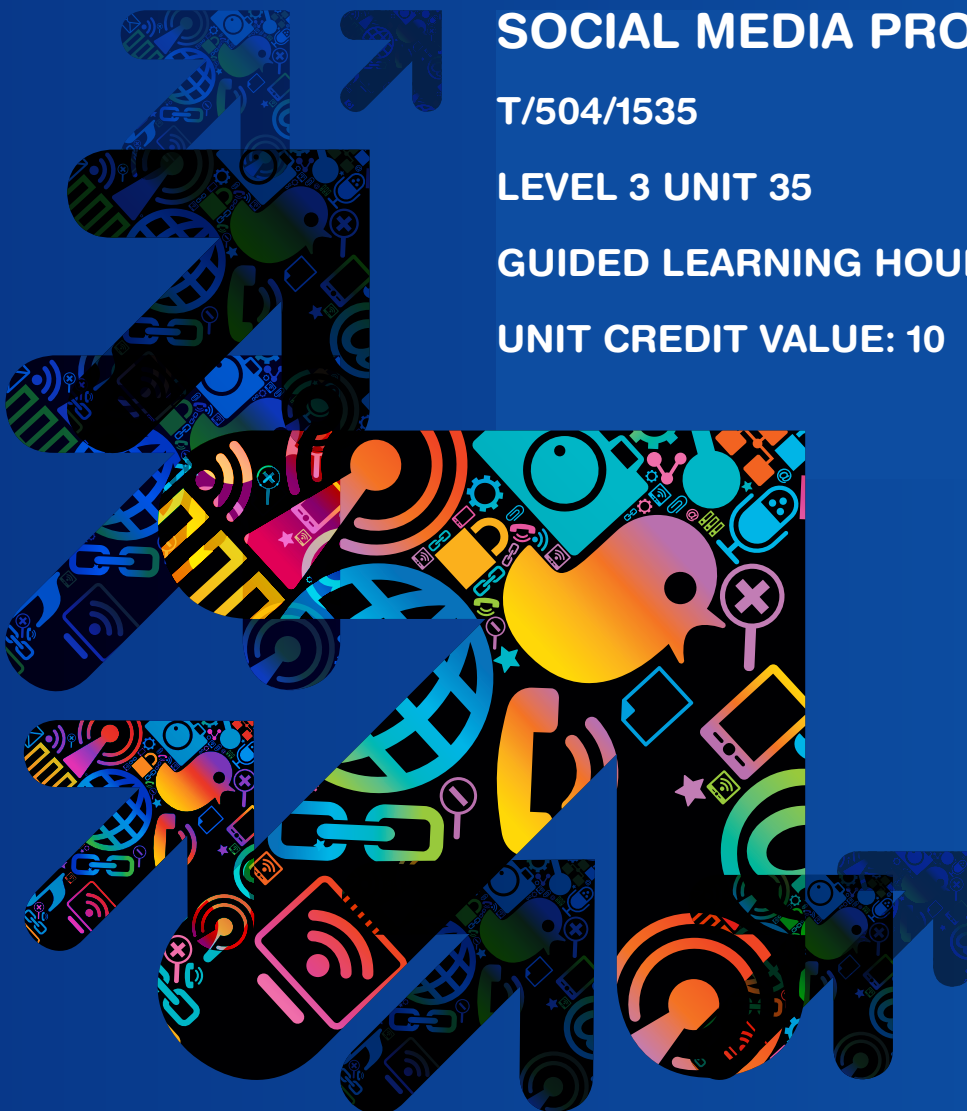
## SOCIAL MEDIA PRODUCTS

T/504/1535

LEVEL 3 UNIT 35

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# SOCIAL MEDIA PRODUCTS

T/504/1535

LEVEL 3

## AIM OF THE UNIT

By completing this unit learners will understand existing social media products, including their positive and negative social effects, and commercial uses. Learners will be able to generate ideas for, plan for the development of, design and evaluate the homepage of, their own social media website.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO)	Pass	Merit	Distinction
The learner will:	The learner can:		
1 Understand existing social media products	P1 Learners analyse a range of existing social media products, including: a) purpose b) content c) target user/membership d) sources of revenue e) legal/ethical issues		
	P2 Learners analyse the positive and negative social effects of social media products		
	P3 Learners explore commercial uses for social media products, including: a) advertising b) viral marketing c) product/service reviews		
2 Be able to generate ideas for a new social media website	P4 Learners generate ideas for their own new social media website, including: a) purpose b) format/style c) target user/membership d) mock ups	M1 Ideas generated by learners are fit for purpose and appropriate to the needs of the target user/membership. Ideas generated are imaginative. Mock ups demonstrate a good level of visual appeal	
3 Be able to plan for the development of a new social media website	P5 Learners plan the development of their own new social media website, including: a) purpose b) content c) target user/membership d) production plan with launch date e) possible revenue streams	M2 Learners provide detailed planning for the function of the website, considering how information flows and pages link. Learners justify their choices in relation to target user/membership usability. Relevant legal and/or ethical issues are considered. They provide information on budget, launch date and timescales that is realistic	D1 Learners fully consider users/members needs and how they will use the website. Learners plan for privacy and security measures that users/members will need. Learners consider relevant revenue potential
4 Be able to design pages for a new social media website	P6 Learners design a competent homepage and a competent members page for their planned new social media website	M3 Learners demonstrate proficient design skills. The designs produced are fit for purpose and suitable for the needs of the target user/member	D2 The pages produced by learners are generally of a high standard with strong visual appeal and suitability for purpose

## 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 existing social media products

For example:

- share information, communicate with friends, meet new people
- personal blogs, photos, audio-visual clips, advertising
- general public, audience targeted by age, gender, interests
- pay-per-click advertising, impression advertising, banner advertising, corporate pages
- libel, copyright, intellectual property rights, privacy, protection of personal data, bullying, stalking, impersonating others, misrepresentation.

For example:

- primary research (e.g. written/online questionnaires, focus groups)
- secondary research (e.g. newspaper/magazine articles, online articles).

For example:

- paid for advertising (e.g. pay-per-click/impression advertising, sponsored links, banner advertising)
- aspects of promotional campaigns that are linked to and/or passed around (e.g. amusing visuals, free e-books, free short reports, free 'how to' guides), online mass message distribution by users (e.g. Hotmail adding promotional footer to bottom of all users email), free online games highlighting products/service/news stories, access to TV adverts online, increased brand awareness
- advantages/disadvantages of user generated reviews, influence of 'personal' recommendation for others purchasing products/services.

### Be able to generate ideas for a new social media website

For example:

- share information, communicate with friends, meet new people
- facilities for blogging, uploading user-created content (e.g. photos, audio-visual), instant messaging, user profile page

- general public, audience targeted by age, gender, interests, niche market
- mock ups – drawings, coloured, computer generated layouts with image and text etc.

### Be able to plan for the development of a new social media website

For example:

- e.g. business goals, objectives for website, blogging, social networking, information provision
- what will users need/want to do, general public, audience targeted by age, gender, interests
- obtain information, purchase products, establish user trust in site, user/customer testimonials, first impressions
- site layout (e.g. creating a site map, identify site structure and navigation, identify content for individual page)
- page layout (shared borders [top, bottom, left, right], page body [text and graphics], navigation bars and buttons)
- site navigation (navigation bars, links back to home, parent and child pages)
- types of pages (Home, About Us, Terms and Conditions, Contact Us), downloads, mailto: links, products, information, services, third party advertising
- screen display sizes, colour schemes (web colours supported), font styles, multi browser compatibility, W3C guidelines and accessibility recommendations, WaSP Web Standards
- production plan, resources, timings, personnel, plus a relevant launch date
- budget feasibility, budget based on professional rates, timescales, costs such as hosting
- libel, copyright, intellectual property rights, privacy, protection of personal data, bullying stalking, impersonating others, misrepresentation, royalties
- Revenue potential for example, advertising space, sponsors etc.

## Be able to design pages for a new social media website

For example: homepage and members page including:

- page layout (shared borders [top, bottom, left, right], page body [text and graphics], navigation bars and buttons)
- site navigation (navigation bars, links from home page to members page)
- navigation buttons to pages (Home, About Us, Terms and Conditions, Contact Us), downloads, mailto: links, products, information, services, third party advertising
- screen displays sizes, colour schemes (web colours supported), font styles, multi browser compatibility, W3C guidelines and accessibility recommendations, WaSP Web Standards
- advertising space, sponsors 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 units for instance 18, 31 and 34.

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:** Learners should analyse a range of existing social media websites and the types of pages that are commonly found on these websites. It may help learners to select social media websites, which they have accessed so that they can relate their analysis to their own experiences, particularly when considering the characteristics of a typical target user of the site. Learners should be aware of the legal and ethical issues which have an impact on social media websites and may find the information available sites such as Ofcom's website which is useful for instance the research report *Social Networking - A quantitative and qualitative research report into attitudes, behaviours and use*. Suggested evidence could include a written report, annotated screen grabs with accompanying notes, audiovisual commentary, blog

**P2:** When conducting primary research into the impact of social media products on their users/audiences, learners should use online questionnaires, copies of which should be included as evidence of their findings. Learners should also

record any feedback from focus groups using either written reports, audiovisual recordings with supporting notes, it is important that learners obtain the permission from any of their focus group participants under 18 if they wish to use an audiovisual recording of the session as part of their evidence. When learners are conducting secondary research they must make sure to correctly identify the source of the information, learners should also avoid downloading large tracts of information as opposed to interpreting the data for inclusion in a written report for example.

**P3:** When exploring the commercial uses of social media products, learners may find it useful to explore sites with which they are familiar, particularly when they are exploring how these sites are marketed, as they can draw on their own experiences.

**P4/M1:** Learners should be encouraged where possible to discuss their ideas as a group and to record all ideas for evidence of both group and individual work. At this stage learners should try to generate a range of ideas and not restrict the possibilities based on the research undertaken for the social media website. Suggested evidence could be produced as mood boards, spider diagrams, a written synopsis of their ideas, or mock ups such as drawings, computer generated layouts which support the written synopsis of their ideas.

**P5/P6/M2/M3/D1/D2:** When planning the development of their own social media website, learners should include designs specifically for the homepage and a members page. Development timescales and an awareness of cost implications should be considered in addition to basic design rules. Reference should be made to web standards identified by WaSP and W3C (The World Wide Web Consortium) in order to make sure the design of the site meets accessibility guidelines. Learners should also be aware of the legal and ethical issues which apply to the website they are designing. Suggested evidence should include sample webpages i.e. homepage and members' page using drawn plans, layouts and mock ups etc.

Wherever possible, links should be made with local practitioners. In this way learners could be provided with direct experience of professional practice through 'live projects'.

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

Thompson, Philip (2006)	<i>Website Essentials: A Guide to Planning, Designing and Managing Your Website</i> Frogeye Publications
MacDonald, M (2009)	<i>Creating a Web Site: The Missing Manual</i> Pogue Press (2nd edition)
Lloyd, I (2008)	<i>Build Your Own Website The Right Way Using HTML &amp; CSS</i> SITEPOINT (2nd edition)
Beaird, J (2007)	<i>The Principles of Beautiful Web Design</i> SITEPOINT

### Websites

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

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

[www.thetimes100.co.uk](http://www.thetimes100.co.uk)

[www.computerweekly.com/blogs/editors-blog/2009/10/using-social-media-to-market-y.html](http://www.computerweekly.com/blogs/editors-blog/2009/10/using-social-media-to-market-y.html)

[www.bbc.co.uk/blogs/bbcinternet/2009/03/bbc\\_moderation\\_the\\_law\\_and\\_cen.html](http://www.bbc.co.uk/blogs/bbcinternet/2009/03/bbc_moderation_the_law_and_cen.html)

[www.opsi.gov.uk/si/si2002/20022013.htm](http://www.opsi.gov.uk/si/si2002/20022013.htm)



## LINKS TO NOS

Skillset – Interactive media and computer games (2009)

- IM1** Work effectively in interactive media
- IM2** Obtain assets for use in interactive media products
- IM5** Design user interfaces for interactive media products
- IIM15** Write and edit copy for interactive media products
- IM17** Architect interactive media products



## 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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