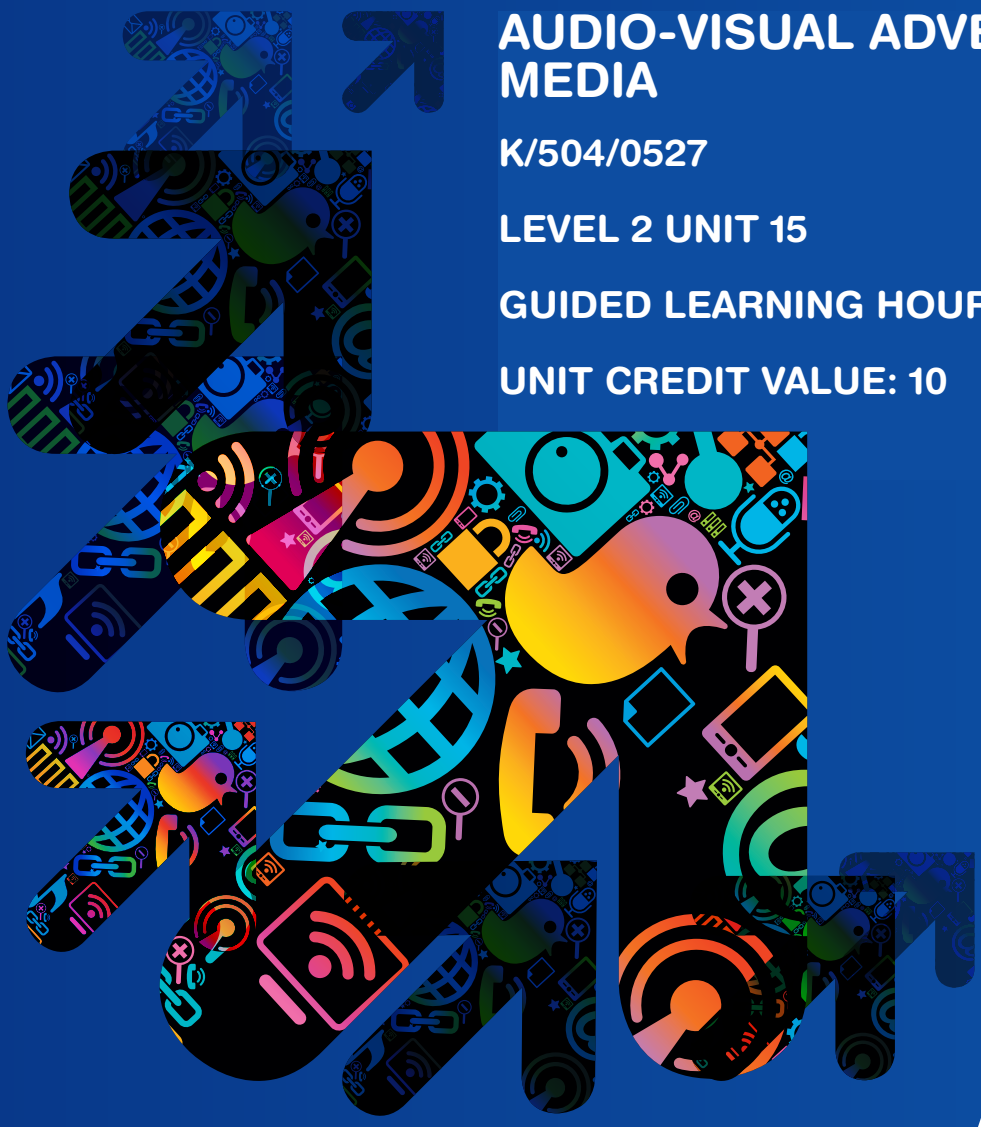
Cambridge TECHNICALS

Accredited

OCR LEVEL 2 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



AUDIO-VISUAL ADVERTISING MEDIA

K/504/0527

LEVEL 2 UNIT 15

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

AUDIO-VISUAL ADVERTISING MEDIA

K/504/0527

LEVEL 2

AIM OF THE UNIT

By completing this unit learners will gain an understanding of advertising campaigns, and the use of audio-visual advertisements within a campaign. Learners will understand how to plan an advertising campaign for a product, and how to produce audio-visual advertisements for use within the planned campaign. They will also be able to present ideas for audio-visual advertisements for feedback, before producing a final audio-visual advertisement.

ASSESSMENT AND GRADING CRITERIA

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:	Merit To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	Distinction To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand how audio-visual advertisements are used within existing advertising campaigns	P1 Learners investigate an existing advertising campaign, including: a) target audience b) representation c) campaign message d) audio-visual advertisements used in the campaign e) regulatory bodies		
2 Be able to plan an advertising campaign that includes audio-visual advertisements	P2 Learners produce a plan for an advertising campaign that features audio-visual advertisements. Their plan includes: a) a proposal identifying the product being advertised, the target audience and the campaign message b) a campaign schedule containing launch dates, location and scheduling of advertisements c) information about the relevant regulatory bodies	M1 Learners give consideration to seasonal and calendar events when scheduling launch dates. They explain relevant legal and ethical constraints and describe how the regulatory bodies' codes of conduct and regulations affect their planned campaign	
3 Be able to plan original audio-visual advertisements for use within an advertising campaign	P3 Learners plan an original audio-visual advertisement to be used as part of the planned campaign, including: a) generation of appropriate ideas b) pre-production materials including storyboards c) production plan with timescales and budget for final ideas being presented d) relevant risk assessment and/or recce	M2 Learners demonstrate proficient audio-visual pre-production skills. Learners provide a detailed production plan with realistic timescales and budget. Leraners' choice of content, camera shots/directions and mise en scene for their audio-visual advertisement ideas effectively conveys the planned campaign message	
4 Be able to present audio-visual advertisement ideas for feedback	P4 Learners present audio-visual advertisement ideas for feedback		
5 Be able to produce an original audio-visual advertisement for use within an advertising campaign	P5 Learners produce a competent and original final audio-visual advertisement to be used as part of the planned campaign	M3 Learners use feedback gained to inform changes to their planned advertisement. They demonstrate proficient audio-visual skills to produce an advertisement that is generally of a good technical standard	D1 Learners produce an advertisement that is generally of a high technical standard, and successfully conveys the planned campaign message

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 how audio-visual advertisements are used within existing advertising campaigns

For example:

- by age, gender, lifestyle, interests, etc.
- individual people, social groups, issues (such as violence, racism, sexism), stereotypes
- based on product's unique selling point (e.g. safety, comfort, reliability, fashion etc.) getting right message to audience at right time, how target audience will access message, choice of media
- TV adverts, TV idents, film trailers, interactive media presentations, online advertisements
- ASA – Advertising Standards Authority, Ofcom, BBFC.

Be able to plan an advertising campaign that includes audio-visual advertisements

For example (in relation to proposal):

- product being advertised and why - launch new product, increase sales, increase brand awareness
- target audience – by age, gender, lifestyle, interests, etc.
- campaign message based on product's unique selling point (e.g. safety, comfort, reliability, fashion, etc.) getting right message to audience at right time, how target audience will access message, choice of media
- campaign schedule with key factors: timescales, scheduling of print-based advertisements, key dates in the calendar for the scheduled launch, advertising platforms, i.e. an advert on TV, locations, costs of production, cost of advertising, some consideration of the feasibility of the plan, etc.
- consider: the codes and practises of the Advertising Standards Authority, Ofcom, etc, and how these regulatory bodies may affect their planned advertising campaign.

  consider: legal – e.g. copyright, performing rights, royalties, etc.

  consider ethical e.g. accuracy, offensive material, etc.

Be able to plan original audio-visual advertisements for use within an advertising campaign

For example:

- generation of ideas, mood boards, summary of ideas, spider diagrams

pre-production materials

- treatment - title of production, synopsis of narrative, running time, medium, character list
- script – written interpretation or narrative
- storyboard – visual interpretation of narrative indicating sound effects and dialogue for the audio-visual advertisement
- production plan – dates, timings, activities, location, resources, personnel, equipment, budget summary, etc.

  risk assessments for studio or location - identify potential hazards/risks and find resolutions to any problems

  recces – pre-shoot visit of a location/s to determine suitability, may include photos and written statements of location/s, sources of power, relevant facilities to the shoot, etc.

Be able to present audio-visual advertisement ideas for feedback

For example:

The presentation includes the following:

- generation of ideas, mood boards, summary of ideas, spider diagrams, etc.
- pre-production material – treatments, scripts, storyboards, etc.
- 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.

Be able to produce an original audio-visual advertisement for use within an advertising campaign

For example:

- setting up appropriate equipment
- use the pre-production material as reference to the production process
- following safe working practices, working within the scope of the risk assessment and health and safety guidelines
- following production processes to realise the visualisation of the pre-production material, using cameras, tripods, dollies, headphones, etc
- apply visual effects, e.g. filters, colour correction, chromakey, preset explosions, etc
- apply transitions, e.g. wipes, cross dissolves, fades, titles, credits, spinning graphics, rolling credits
- audio dub, checking audio levels, apply wild tracks and make corrections where necessary, apply audio/sound effects (e.g. reverbs, thunder, gun shots), apply soundtrack to visuals
- the final audio-visual advert might include amendments/ refinements to the proposed narrative, selection of shots, use of sound, use of graphics, final edit, 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 could be used to market the product planned and produced in units 13, 30, 33 and 40, or used to advertise any practical production unit.

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 could approach the study of an existing advertising campaign of a current advertised media product they enjoy through case studies. For example they could evaluate the advertising campaign for a new TV programme through TV adverts, TV trailer, interviews with cast and crew on chat shows, internet sites and DVD merchandising. It may be relevant and useful for learners to evaluate a campaign for a similar media product related to the media product they intend to advertise. It may also be appropriate to arrange visits to advertising companies or any relevant industrial linked partner. Alternatively it may be possible to arrange for visiting speakers from such companies. Learners could use sources such as the Internet, published material, films, DVDs or TV as part of their research base presenting their outcomes through a written report, a slide presentation, information sheets, a commentary of audiovisual material or a fact file with diagrams or images.

P2/M1: the information gained from **P1** could inform the plan for an advertising campaign for a new TV programme that features audio-visual adverts, but may suggest other forms of advertising, like print-based billboard adverts, but the focus is on audio-visual advertising. The adverts in the campaign, especially the audio-visual adverts may appear on a variety of advertising platforms and need to be linked to the overall advertising campaign's message/theme. The media product learners are advertising could be the media product they are planning and producing in any of the media products produced in the optional units with practical content. Learners should be aware of important dates in the advertising calendar relevant to the media product they are planning to advertise, particularly when putting their campaign schedule together. Learners would benefit from referring to their investigations into the relevant regulatory bodies when planning their advertising campaign, particularly when providing information about the regulatory bodies codes of practise and how these codes may affect their advertising campaign. Learners should be made aware of the legal and ethical issues applicable to advertising campaigns and it may be helpful for learners to debate these issues through class discussions. The Advertising Standards Authority has a useful website when evaluating advertising campaigns.

P3/M2: when generating ideas for the original audio-visual advertisement learners should try not to limit their ideas, but use mood boards, spider diagrams and the like to record their ideas. If working as a group it may be helpful for learners to record their discussions of possible ideas, which could be evidenced by a witness statement from the teacher. As suggested in **P2/M1** learners could produce an audio-visual advert for a new TV programme. The ideas for the audio-visual advert should be varied and may include a variety of advertising platforms and locations and must be linked to the overall advertising campaign's message/theme, Only one of the ideas have to be taken forward into a fully realised audio-visua ladvert. Generated ideas and their supporting pre-production materials should be produced within a presentation to a client. Recces could be produced in written format, supported by photographs of the location or alternatively produced as an audio/audio-visual presentation using information captured using a mobile phone. Risk assessments, where possible, should be industry standard. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU)

may provide learners with useful sources of information.. When producing risk assessments and recces learners should consider how safe working practices are applicable to the audio-visual advert they are planning to produce.and the production schedule should, where possible, reflect industry standard practices,

P4: learners should present their generated ideas and their pre-production materials to an appropriate client. Learners should provide a verbal introduction to the presentation and provide the opportunity for the client to provide feedback, whether through a question and answer session, questionnaire or written feedback. It is important that the learner records the outcomes of the discussion which could be in written format or an audio recording. If presenting in a group learners should ensure that they have identified their contribution to the planning and execution of the presentation - it is therefore advisable that a witness statement is included as evidence. The feedback from the client may result in refinements/amendments to the audio-visual advert the learner is proposing to produce in order to ensure the feasibility of the campaign.

P5/M3/D1: learners producing the planned original audio-visual media advert should wherever possible work to a deadline and follow industry standard production processes. 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. It is also important that learners adopt safe working practices in line with the planned media product they are producing. The Health and Safety Executive (HSE) or Broadcasting Entertainment Cinematograph and Theatre Union (BECTU) may provide learners with useful sources of information. Evidence of the learner's contribution to the production process, especially if working in a group, should be identified by the learner. There should be evidence of the learner producing the media product, which could take the form of a witness statement from the tutor. Learners use the feedback from the client to refine/adapt their planned original audio-visual media advert. It is important the final planned original audio- visual media advert successfully conveys the planned campaign message.

Learners should be encouraged wherever possible to evidence the grading criteria through a variety of mediums (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) aiming to highlight their strengths, whilst being encouraged to develop their existing 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

Pricken, M (2008)	*Creative Advertising: Ideas and Techniques from the World's Best Campaigns* Thames & Hudson
Burtenshaw, K & Mahon, N & Barfoot, C (2006)	*The Fundamentals of Creative Advertising* AVA Publishing
Himpe, T (2008)	*Advertising Next: 150 Winning Campaigns for the New Communications Age* Thames & Hudson
Smith, A (2004)	*Advertising Campaign: The Fundamentals of Planning, Designing, Implementing* Kendall Hunt Pub. Co.

Websites

www.bbc.o.uk

www.asa.org.uk

www.barb.co.uk

www.rajar.co.uk

www.hse.gov.uk

www.ofcom.org.uk

www.bectu.org.uk

www.bfi.org.uk

LINKS TO NOS

Marketing and Sales Standard Setting Body – Marketing (2006)

O34NM4.2.2 Develop the creative product within advertising

ENTO – Health and Safety Standalone Units

HSS1 Make sure your own actions reduce risks to health and safety

HSS6 Conduct a health and safety risk assessment of a workplace



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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