



Accredited

# OCR LEVEL 3 CAMBRIDGE TECHNICAL CERTIFICATE/DIPLOMA IN MEDIA

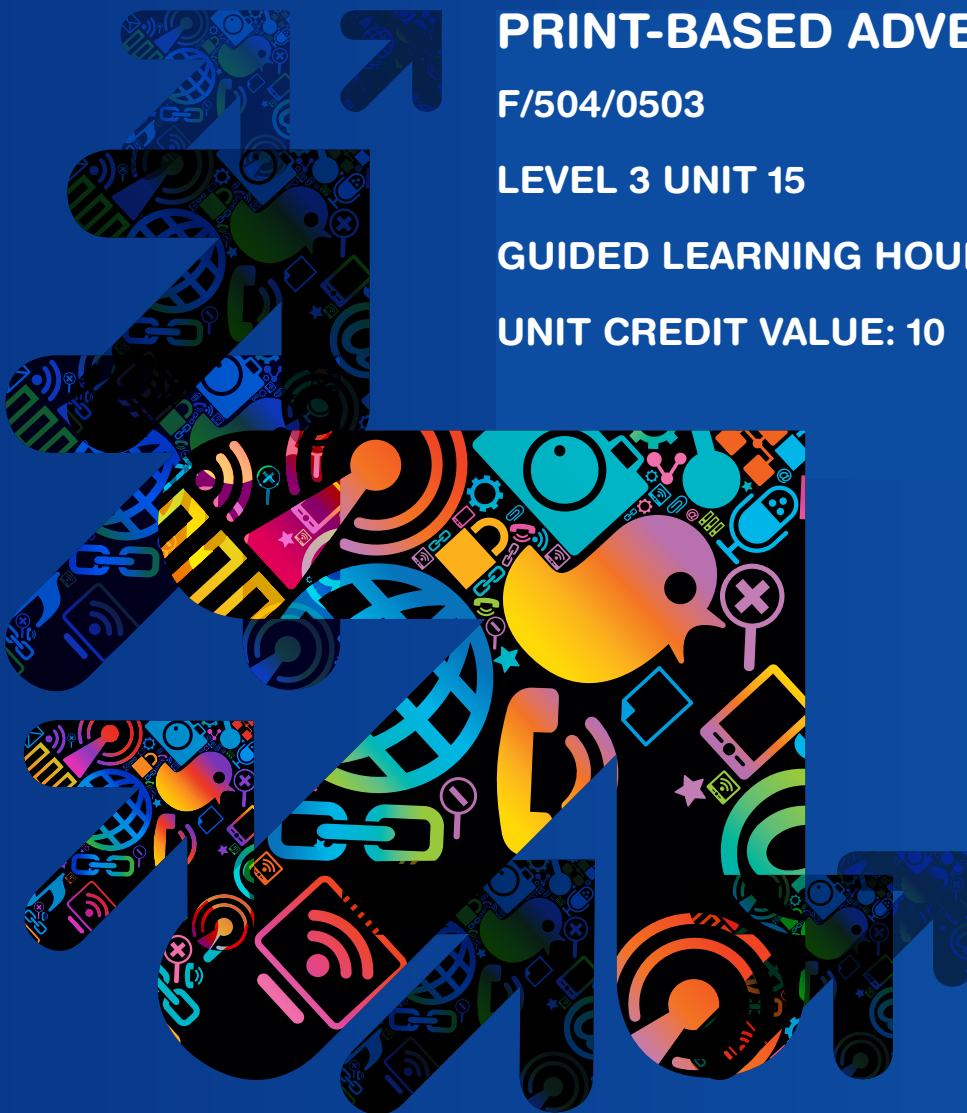
## PRINT-BASED ADVERTISING MEDIA

F/504/0503

LEVEL 3 UNIT 15

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10



# PRINT-BASED ADVERTISING MEDIA

F/504/0503

LEVEL 3

## AIM OF THE UNIT

By completing this unit learners will understand advertising campaigns and how print-based advertising media is used within them. Learners will understand how to plan an advertising campaign for a product, and how to produce print-based advertisements for this product. They will also be able to present their ideas for a print-based advertisement, having the opportunity to make refinements to their idea as a result of the feedback gained.

## ASSESSMENT AND GRADING CRITERIA

Learning Outcome (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 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:
		The learner can:		
1	Understand how print-based advertisements are used within existing advertising campaigns	P1 Learners evaluate an existing advertising campaign, including: <ol style="list-style-type: none"> <li>aims and objectives</li> <li>target audience</li> <li>representation</li> <li>campaign message</li> <li>print-based advertisements used in the campaign</li> <li>relevant legal and ethical issues</li> <li>regulatory bodies</li> <li>method</li> </ol>	M1 Learners evaluate audio-visual and/or audio advertisements that are used as part of the chosen advertising campaign. They explain how advertisements produced in different media can be linked and used together to convey the campaign message	
2	Be able to plan an advertising campaign that includes print-based advertisements	P2 Learners produce a plan for an advertising campaign that features print-based advertisements. The plan includes: <ol style="list-style-type: none"> <li>a proposal identifying the product being advertised; aims and objectives; target audience; and campaign message</li> <li>campaign schedule containing launch dates, consideration of seasonal and calendar events, location and scheduling of advertisements</li> <li>relevant legal/ethical issues</li> </ol>	M2 As part of their advertising campaign schedule, learners plan for the use of related audio-visual and/or audio advertisements that can be used as part of the advertising campaign.  Learners 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 print-based advertisements to be used within an advertising campaign	P3 Learners plan an original print-based advertisement to be used as part of their planned campaign, including: <ol style="list-style-type: none"> <li>generation of appropriate ideas</li> <li>competent pre-production materials and visualisations of the ideas</li> <li>competent production plan with timescales and budget for final ideas being presented</li> <li>relevant risk assessment and recce</li> </ol>	M3 Learners demonstrate proficient print pre-production skills. Learners provide a detailed production plan with realistic timescales and budget.  Learners' choice of content, fonts, colours and layout for their print-based advertisement ideas effectively conveys the planned campaign message	
4	Be able to present print-based advertisement ideas to a client for feedback	P4 Learners deliver a presentation to a client for feedback including: <ol style="list-style-type: none"> <li>pre-production materials for the print-based advertisement and visualisations of the ideas</li> <li>production plan with timescales and budget for final ideas being presented</li> </ol>		
5	Be able to produce an original print-based advertisement to be used within an advertising campaign	P5 Learners produce a competent and original print-based advertisement to be used as part of the planned campaign	M4 Learners use client feedback to make changes to their planned advertisement and demonstrate proficient print production skills. The advertisement they produce 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 print-based advertisements are used within existing advertising campaigns**

For example:

- create awareness, launch new product, increase sales, increase brand awareness
- 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, film trailers, interactive media presentations, online/print based advertisements
- copyright, intellectual property rights, slander/libel, model release, royalties, violence, offensive language/behaviour/ material, public interest
- ASA – Advertising Standards Authority, Ofcom
- shock tactics – timing, placement, schedule.

### **Be able to plan an advertising campaign that includes print-based advertisements**

For example:

- 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 milestones such as launch, format and scheduling of print advertisements. Learners could also consider key dates in the calendar for the schedule/milestones for other forms of advertising – audio/ audio-visual etc. Some consideration of feasibility of plan/ costs/budgets etc.
- copyright, royalties, representation, ASA, offensive material.

### **Be able to plan original print-based advertisements to be used within an advertising campaign**

For example:

- draft layouts, mood boards, plan for images needed, select fonts/graphics/colours
- take photos, finalise style, layout for adverts, produce text and images, edit text and images to create/enhance meaning
- proof reading, sub-editing
- industry standard production plan, budget, summary, resources, timescale etc.

Risk assessments – identify potential hazards/risks and find resolutions to any problems.

Recces – suitability of indoor or outdoor locations to production work.

Take notes and pictures for the rest of the production team.

Evidence could take the form of written notes, proforma, audio notes, photographs.

### **Be able to present print-based advertisement ideas to a client for feedback**

For example:

- Formal meeting, client meeting, written report, verbal presentation etc.

The presentation includes the following:

- proposal – title, format, content, target audience by age, gender, lifestyle, interests, spending power, how does the product appeal to target audience
- draft articles, draft layouts, mood boards, plan for images needed, select fonts, graphics, colours etc.

Production plan i.e.:

- industry standard format
- materials, equipment, locations, contingency plans etc.
- personnel identifying key roles and tasks i.e. editor, writer, designer etc.
- budget, including materials, equipment, personnel etc

- copyright, intellectual, property rights, slander/libel, royalties, offensive language, public interest.

Feedback should 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 print-based advertisement to be used 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 desktop publishing programmes, suggesting changes.

Consider:

- have needs/expectations been met for the client
- client likes/dislikes
- is the content of the product correct (based on form and style)
- does it meet legal/ethical requirements.

For example, revisions might include:

- refinements to the advert produced, use of images, fonts, languages 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 mandatory unit 01 and it could also be used to market the product planned and produced in 13 and 14, 30, 31, 32 and 33.

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.

Centres could approach this unit as a client brief in order to give their learners a clear understanding as to the approach required in order to satisfy the client's requirements for the final product.

**P1/M1:** Learners could approach the study of an existing advertising campaign for a current advertised media product they enjoy through case studies, for example they could evaluate the advertising campaign for a new film through posters, magazine articles, internet sites and 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, particularly when considering the campaign message and how this is conveyed through the advertisement in the advertising campaign. 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, magazines – specialist and non-specialist, newspapers, radio, DVDs or TV, their findings could be evidenced by outcomes such as a written report or a slide presentation or information sheets or a commentary of audiovisual material or a fact file with diagrams or images.

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 have a useful website when evaluating advertising campaigns. If possible learners may also find press packs and marketing material for print products, Broadcasting Audience Research Board (BARB) or Radio Joint Audience Research (RAJAR) useful for current research statistics on target audiences.

**P2/M2:** the information gained from P1 could inform the advertising campaign for P2/M2. The evidence could be provided as a proposal with supporting diagrams, images and mood boards suitable for a pitch to the client. A production schedule should, where possible, reflect industry standard practices, so learners should be aware of important dates in the advertising calendar relevant to the media product they are planning to advertise. Recces could be produced in written format supported by photographs of the location or alternatively produced as an audio/ audiovisual 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 with regard to issues such as copyright, royalties, representation and trading standards etc. and how these apply to the advertising campaign. For instance, if the learner plans to use an image that they do not own, or have not produced, that they are aware of the applicable royalties and can demonstrate how they would seek permission for use of that image; what the cost of any royalties would be and whether they would see to use their own image as an alternative.

**P3/M3:** In order to reflect the vocational nature of the course learners should, wherever possible work to a deadline and follow safe working practices when planning their print-based advertisement. Learners can complete this unit as an individual or it may provide good experience for learners to work in a team, as this would enable learners to discuss ideas as a group or in class discussions, which reflects the process of a production team, however individual learner's

contribution to the overall work must be clear in the final plan. Witness statements may be useful here to identify the individual learner's contribution. Learners could produce an advertising campaign for a live music event and could select a flyer, internet advertisement, magazine advert, billboard, poster etc; however the advert should be linked to the overall advertising campaign's message/theme. Material should be produced with the client in mind and in preparation for the client pitch, for instance evidence could take the form of a slide show presentation with notes or mood boards.

**P4:** learners should present the print-based advertisement including, for example, the pre-production materials images and mood boards, production schedule with proposed launch dates, and any other relevant material produced for the presentation. Learners should provide a verbal introduction to the presentation for the print-based advertisement and provide the client with an opportunity to read and or view the advert and supporting material. Learners should also consider the layout of the room and delivery of the presentation including style, technical requirements, refreshments etc. Learners should also consider how feedback will be gained during the presentation i.e. learners could have a discussion with the client on the effectiveness of the print-based advertisement for the media product and ask the client to complete a questionnaire or provide evidence as a recorded interview or alternatively hold a question and answer session with the client. However 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/audio-visual recording. Learners should ensure that they have identified their contribution to the planning and execution of the presentation. It is advisable that a witness statement produced by a 'real' client or teacher in role could be included as evidence.

**P5/M4/D1:** In order to reflect the vocational nature of the course learners should, wherever possible, work to a deadline and follow safe working practices when producing their print-based advertisement. It may provide good experience for learners to work in a team, although not essential, as this would enable learners to reflect the working practices of a production team, however individual learner's contribution to the print-based advertisement must be clear. Witness statements may be useful here to identify the individual learner's contribution. The feedback from the client may result in amendments to the final print-based advertisement, for example a refinement to the advert, i.e. changes to the fonts selected, the layout of the advertisement, the selected images, chosen text etc. in order to ensure the

feasibility of the print-based advert within the advertising campaign. Learners' evidence should include the final print-based advertisement. They could include a commentary or annotated document which highlights the changes/ amendments or additions etc made to their planned print-based advertisement – this could be presented as a side by side view of the planned material next to the final advertisement with highlighted changes. Photographic evidence could also be used to evidence the changes made and supported by a commentary.

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

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

### Websites

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

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

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

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

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

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

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

<http://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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