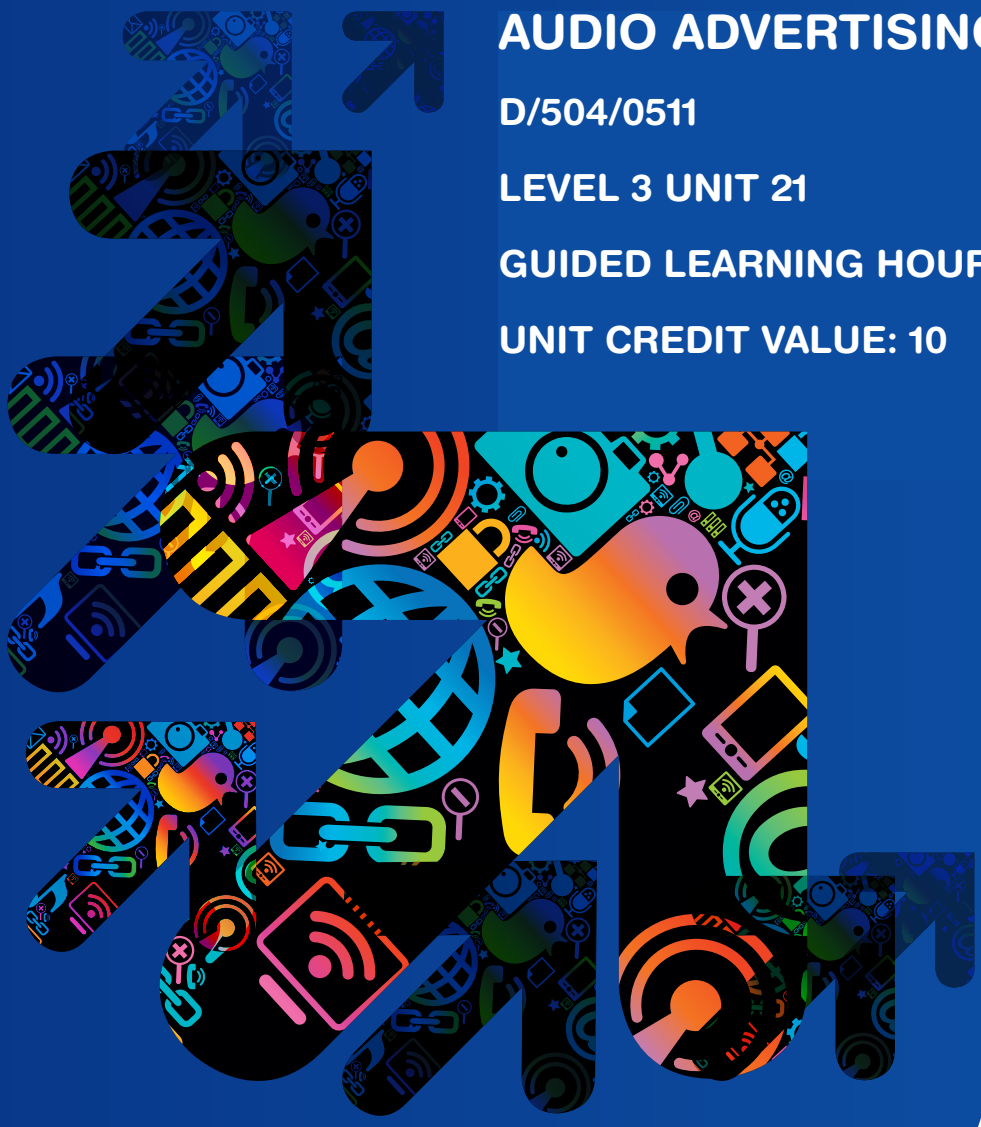
Cambridge TECHNICALS

Accredited

OCR LEVEL 3 CAMBRIDGE TECHNICAL

CERTIFICATE/DIPLOMA IN

MEDIA



AUDIO ADVERTISING MEDIA

D/504/0511

LEVEL 3 UNIT 21

GUIDED LEARNING HOURS: 60

UNIT CREDIT VALUE: 10

OCR

AUDIO ADVERTISING MEDIA

D/504/0511

LEVEL 3

AIM OF THE UNIT

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

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 advertisements are used within existing advertising campaigns	P1 Learners evaluate an existing advertising campaign, including: a) aims and objectives b) target audience c) representation d) campaign message e) audio advertisements used in the campaign f) relevant legal and ethical issues g) regulatory bodies h) method	M1 Learners evaluate print-based and/or audio-visual 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 audio advertisements	P2 Learners produce a competent plan for an audio advertising campaign that includes: a) a proposal identifying the product being advertised; aims and objectives; target audience; and campaign message b) campaign schedule containing launch dates, consideration of seasonal and calendar events, location and scheduling of advertisements c) relevant legal/ethical issues	M2 As part of their advertising campaign schedule, learners plan for the use of related print-based and/or audio-visual 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 audio advertisements to be used within an advertising campaign	P3 Learners plan an original audio advertisement to be used as part of the planned campaign that will be presented to a client, including: a) generation of appropriate ideas b) competent pre-production materials including scripts and samples c) competent production plan with timescales and budget for final ideas being presented d) relevant risk assessment and recce	M3 Learners demonstrate proficient audio pre-production skills. Learners provide a detailed production plan with realistic timescales and budget. Learners' choice of content, voice over, sound effects and music for their audio advertisement ideas effectively conveys the planned campaign message	
4 Be able to present audio advertisement ideas to a client for feedback	P4 Learners deliver a presentation to a client for feedback including: a) pre-production materials for the audio advertisement including scripts and samples b) production plan with timescales and budget for final ideas being presented		
5 Be able to produce an original audio advertisement to be used within an advertising campaign	P5 Learners produce a competent and original audio 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 audio 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 audio advertisements are used within existing advertising campaigns

For example:

- create awareness, introduce a new product to the market, increase sales, rebrand an existing product
- 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
- radio adverts, interactive media presentations, online/print based advertisements
- copyright, intellectual property rights, slander, libel, permission to film, royalties, violence, offensive language/ behaviour/material, public interest
- ASA – Advertising Standards Authority, Ofcom, BBFC – British Board of Film Classification
- shock tactics, timing, placement, schedule etc.

Be able to plan an advertising campaign that includes audio 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 audio-visual advertisements. Learners could also consider key dates in the calendar for the schedule/milestones for other forms of advertising – print based, audio-visual etc. Some consideration of feasibility of plan, costs/budget etc
- copyright, intellectual property rights, slander, libel, permission to film, royalties, violence, offensive language/ behaviour/material, public interest
- ASA – Advertising Standards Authority, Ofcom, BBFC – British Board of Film Classification.

Be able to plan original audio advertisements to be used within an advertising campaign

For example:

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

Pre-production material:

- treatment - medium, running time, synopsis, key scenes, character list
- script – written interpretation of narrative using an industry standard format
- audio samples, music samples etc.
- industry standard production plan, budget summary, resources, timescales etc.
- risk assessments – identify potential hazards/risks and find resolutions to any problems
- recces – suitability of indoor or outdoor locations for 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 audio advertisement ideas to a client for feedback

For example: formal meeting, client meeting, written report, verbal presentation etc.

The presentation includes the following:

- treatment – title, format, content, target audience by age, gender, lifestyle, interests, spending power, how does the product appeal to the target audience
- script – written interpretation of narrative using an industry standard format

- sample material i.e. audio samples and music samples etc.

Production plan i.e.

- industry standard format
- materials, equipment, locations, contingency plans etc.
- personnel – identifying key roles and tasks i.e. editor, sound engineer etc.
- budget including materials, equipment, personnel etc.
- copyright, intellectual property rights, slander, libel, permission to film, royalties, violence, offensive language/ behaviour/material, 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 audio advertisement to be used within an advertising campaign

For example:

- setting up appropriate equipment including sound equipment
- use the pre-production material as reference to the production process, following script
- following safe working practices, working within the scope of the risk assessment and health and safety guidelines
- following production processes, directing cast and crew to realise the visualisation of the pre production material, recording sound through operating sound equipment and checking sound using headphones during recording, suggesting changes
- following post-production processes editing sound, adding sound effects to create the audio soundtrack.

Consider:

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

For example, revisions might include:

- refinements to the audio advertisement produced, use of sound, music, dialogue 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 units 01 and it could also be used to market the product planned in 19 and produced in 20 or used to advertise other audio practical production units 41, 43, 52, 54 and 55 for instance.

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 of a current advertised media product they enjoy through a case study, for example they could evaluate the advertising campaign for a new radio programme through articles in specialist or non specialist magazines, radio adverts, interviews with cast and crew on chat shows, internet sites and merchandising. It may be relevant and useful for learners to evaluate a campaign for a similar audio media product related to the audio 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, 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 has a useful website when evaluating advertising campaigns. If possible learners may also find 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. Learners would need to consider the purpose of the advertising campaign, if it is for an audio media product they are producing in another optional unit for instance then the purpose of their campaign would focus on the launch of a new product, and could involve teaser adverts as part of the plan, which may not necessarily be an appropriate approach when building brand awareness for an existing audio media product. 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 audio media product they are planning to advertise - particularly when considering how to get the message to the target audience at the point where it will have most impact for instance pre launch advertising for the release of a band's latest CD etc,. Learners should also be aware of the legal and ethical issues which will impact on their advertising campaign, for instance using the example of a band's latest CD, learners would need to consider how to make their advertising campaign compliant with legislation regarding issues such as use of offensive language i.e. the advertising campaign would need to include adverts which were suitable for audiences i.e. any offensive lyrics in a song have been blanked out.

P3/M3: It is suggested that learners could be encouraged where possible to discuss their ideas in a teacher-led class discussion and that learners should record their ideas as evidence of their work. At this stage learners should try to generate a range of ideas and not restrict the possibilities

based on evaluations of existing advertising campaigns in P1. Suggested evidence could be produced as mood boards, spider diagrams, sketches or a written synopsis of their ideas. When producing pre-production material learners should, wherever possible, use industry standard formats, so it may be helpful for learners to look at professional treatments and scripts, through visits to relevant organisations such as the BBC or alternatively for guest speakers to visit the Centre to provide advice and guidance. The production plan should be industry standard format and learners should be encouraged to view it as a working document and be mindful of the need to have realistic timeframe and budget for their planned audio advertisement. Learners planning material should be produced with the client in mind and in preparation for inclusion in the client pitch, for instance evidence could take the form of a slide show presentation with notes or mood boards. 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.

P4: learners should present the audio advertisement ideas including, for example, the proposal with supporting diagrams, images and mood boards, production schedule with proposed launch dates, and any other relevant material produced for the presentation, which could take the form of a slideshow presentation for instance. Learners should consider the space in which the presentation will be delivered with consideration to the required equipment (which should be tested in advance of the presentation), layout of the room and, if applicable, any refreshments for the client. Learners should provide a verbal introduction to the presentation and also provide an opportunity for the audience to hear the advert. Learners could have a discussion with the client on the effectiveness of the planned audio advertisement 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 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 audio advertisement. It may provide good experience for learners to work in a team, especially if they are making a radio advert, however individual learner's contribution to the overall work must be clear in the final media product. Witness statements may be useful here to identify the individual learner's contribution. Learners could produce a radio advertisement for a band's new CD. The feedback from the client may result in refinements to the audio advert such as changes to the dialogue, sound effects, music etc, in order to ensure the feasibility of the audio advertisement to be used in the advertising campaign

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)	*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.co.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.

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