

Cambridge TECHNICALS LEVEL 3

# ***DIGITAL MEDIA***

Unit 21 – Plan and deliver a pitch for a media product  
DELIVERY GUIDE

Version 1

Cambridge  
TECHNICALS  
2016

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# INTRODUCTION

This Delivery Guide has been developed to provide practitioners with a variety of creative and practical ideas to support the delivery of this qualification. The Guide is a collection of lesson ideas with associated activities, which you may find helpful as you plan your lessons.

OCR has collaborated with current practitioners to ensure that the ideas put forward in this Delivery Guide are practical, realistic and dynamic. The Guide is structured by learning outcome so you can see how each activity helps you cover the requirements of this unit.

We appreciate that practitioners are knowledgeable in relation to what works for them and their learners. Therefore, the resources we have produced should not restrict or impact on practitioners' creativity to deliver excellent learning opportunities.

Whether you are an experienced practitioner or new to the sector, we hope you find something in this guide which will help you to deliver excellent learning opportunities.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resources.feedback@ocr.org.uk](mailto:resources.feedback@ocr.org.uk).

## OPPORTUNITIES FOR ENGLISH AND MATHS SKILLS DEVELOPMENT AND WORK EXPERIENCE

We believe that being able to make good progress in English and maths is essential to learners in both of these contexts and on a range of learning programmes. To help you enable your learners to progress in these subjects, we have signposted opportunities for English and maths skills practice within this resource. We have also identified any potential work experience opportunities within the activities. These suggestions are for guidance only. They are not designed to replace your own subject knowledge and expertise in deciding what is most appropriate for your learners.



English



Maths



Work

### Please note

The activities suggested in this Delivery Guide **MUST NOT** be used for assessment purposes. The timings for the suggested activities in this Delivery Guide **DO NOT** relate to the Guided Learning Hours (GLHs) for each unit.

Assessment guidance can be found within the Unit document available from [www.ocr.org.uk](http://www.ocr.org.uk). The latest version of this Delivery Guide can be downloaded from the OCR website.

## UNIT AIM

A media product does not simply exist in a vacuum. There is much work to be done before the product is finally consumed by an audience. Like most commercial products, a media product starts life as an idea in the mind of its creator or creators who then have to sell the idea to those who have the means to produce it. To convince the producers that it is a good idea, the creator(s) have to show how the end product might look or sound, and convince them that there is a unique selling point to attract a particular audience.

You will choose to focus on either print, audio, or audio-visual media. By completing this unit, you will be able to generate ideas for your own media product based on a client brief, pitch your ideas to a client, and be able to respond to feedback to prepare your idea for pre-production.

### Unit 21 Plan and deliver a pitch for a media product

L01	Be able to generate ideas for an original media product based on a client brief
L02	Be able to create a proposal and pitch for an original media product based on a given brief
L03	Be able to pitch ideas on a proposed media product and respond to questions

To find out more about this qualification, go to: <http://www.ocr.org.uk/qualifications/cambridge-technical-digital-media-certificate-extended-certificate-foundation-diploma-diploma-05843-05846-2016-suite>

Cambridge  
TECHNICALS  
2016

### 2016 Suite

- New suite for first teaching September 2016
- Externally assessed content
- Eligible for Key Stage 5 performance points from 2018
- Designed to meet the DfE technical guidance

# RELATED ACTIVITIES

The Suggested Activities in this Delivery Guide listed below have also been related to other Cambridge Technicals in Digital Media units/Learning Outcomes (LOs). This could help with delivery planning and enable learners to cover multiple parts of units.

This unit (Unit 21)	Title of suggested activity	Other units/LOs	
LO1	Client briefs	Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO2 Be able to interpret client requirements and target audience considerations
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 21 Plan and deliver a pitch for a media product	LO2 Be able to create a proposal and pitch for an original media product based on a given brief LO3 Be able to pitch ideas on a proposed media product and respond to questions
		Unit 22 Scripting for media products	LO3 Be able to produce the script for a media product, in response to a client brief
	Audience profiles	Unit 1 Media products and audiences	LO4 Understand the target audiences of media products
		Unit 2 Pre-production and planning	LO2 Be able to interpret client requirements and target audience considerations
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
		Unit 5 TV and short film production	LO1 Be able to create pre-production materials for an extract for an original TV programme or short film
	Generating ideas using mind mapping techniques	Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO3 Be able to plan the pre-production of a media product
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 15 Create audio-visual promos	LO2 Be able to generate ideas for an original audio-visual promo
		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 21 Plan and deliver a pitch for a media product	LO2 Be able to create a proposal and pitch for an original media product based on a given brief LO3 Be able to pitch ideas on a proposed media product and respond to questions
		Unit 22 Scripting for media products	LO2 Be able to generate ideas and plan the script for a media product, in response to a client brief

This unit (Unit 21)	Title of suggested activity	Other units/LOs	
<b>LO1</b>	Constraints	Unit 1 Media products and audiences	LO6 Be able to evaluate legal, ethical and regulatory issues associated with media products
		Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product
		Unit 3 Create a media product	LO2 Be able to plan and develop pre-production materials for an original media product to a client brief
		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 15 Create audio-visual promos	LO2 Be able to generate ideas for an original audio-visual promo
		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 21 Plan and deliver a pitch for a media product	LO2 Be able to create a proposal and pitch for an original media product based on a given brief LO3 Be able to pitch ideas on a proposed media product and respond to questions
<b>LO2</b>	The proposal	Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO3 Be able to plan the pre-production of a media product
		Unit 3 Create a media product	LO1 Be able to create a proposal with sample materials for an original media product to a client brief
		Unit 5 TV and short film production	LO1 Be able to create pre-production materials for an extract for an original TV programme or short film
		Unit 14 Radio production	LO3 Be able to create a plan for an original radio programme to a specific brief
		Unit 15 Create audio-visual promos	LO2 Be able to generate ideas for an original audio-visual promo
		Unit 20 Advertising media	LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 21 Plan and deliver a pitch for a media product	LO3 Be able to pitch ideas on a proposed media product and respond to questions
<b>LO2</b>	Planning the presentation	Unit 2 Pre-production and planning	LO1 Understand the factors that need to be considered during the planning of a media product LO3 Be able to plan the pre-production of a media product
		Unit 21 Plan and deliver a pitch for a media product	LO3 Be able to pitch ideas on a proposed media product and respond to questions
	Client questions	Unit 2 Pre-production and planning	LO2 Be able to interpret client requirements and target audience considerations
		Unit 21 Plan and deliver a pitch for a media product	LO3 Be able to pitch ideas on a proposed media product and respond to questions
	Mood board	Unit 21 Plan and deliver a pitch for a media product	LO3 Be able to pitch ideas on a proposed media product and respond to questions
	Planning how to create a presentation for a pitch	Unit 21 Plan and deliver a pitch for a media product	LO3 Be able to pitch ideas on a proposed media product and respond to questions

This unit (Unit 21)	Title of suggested activity	Other units/LOs	
<b>LO3</b>	Strengths and weaknesses in pitch delivery	Unit 2 Pre-production and planning	LO2 Be able to interpret client requirements and target audience considerations LO3 Be able to plan the pre-production of a media product
	Collecting feedback	Unit 1 Media products and audiences	LO5 Be able to evaluate research data used by media institutions
		Unit 5 TV and short film production	LO4 Be able to present the extract to gather and evaluate audience feedback
		Unit 15 Create audio-visual promos	LO4 Be able to finalise production materials for an original audio-visual promo idea
		Unit 22 Scripting for media products	LO3 Be able to produce the script for a media product, in response to a client brief
	Using feedback	Unit 1 Media products and audiences	LO5 Be able to evaluate research data used by media institutions
		Unit 5 TV and short film production	LO4 Be able to present the extract to gather and evaluate audience feedback
		Unit 15 Create audio-visual promos	LO4 Be able to finalise production materials for an original audio-visual promo idea
		Unit 22 Scripting for media products	LO3 Be able to produce the script for a media product, in response to a client brief
	Reflection	Unit 1 Media products and audiences	LO5 Be able to evaluate research data used by media institutions
Unit 22 Scripting for media products		LO3 Be able to produce the script for a media product, in response to a client brief	

# KEY TERMS

## Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Client brief</b>	A client brief is given at the start of a production process. It usually gives an outline of the client's needs and specific requirements. Information about the target audience and the commissioning company ethos is often also included. The client will also set out success criteria against which to measure the final product.
<b>Closed question</b>	A closed question is the opposite of an open question and is designed to elicit only a yes/no, single word or short phrase response. This type of question is often used to collect quantitative data (see below). For example, 'Do you like the main character in our drama?'
<b>Codes</b>	Codes are signposts to meaning in a media product. There are two types of codes: technical and symbolic. Technical codes are related to how technical equipment is used to create meaning in a product, for example different camera angles in audio-visual products. Symbolic codes relate to the connotational meanings of a product, for example in print media the pose of a model may suggest that she is 'flirty'. Music in audio and audio-visual products can be seen as both a technical and symbolic code.
<b>Conceptualising</b>	When a product is conceptualised it is presented in the form of an initial idea or concept.
<b>Conventions</b>	Conventions are features that the audience expects to find in a product of a particular type or genre. For example, we expect audio-visual thrillers to have chases, clearly defined good and bad characters and suspenseful music etc. Music magazines will feature musicians on the cover, album reviews and interviews etc.
<b>Demographics</b>	Demographics is the study of audiences and their behaviours and lifestyle. Information from such study is used to divide an audience into categories based on age, gender, race, social class and interests etc. Demographics are used to identify potential audiences and target them with products developed to appeal specifically to their interests.
<b>Executive summary</b>	An executive summary is a short statement at the beginning of a proposal that summarises the rest of the document. Its purpose is very much like that of a synopsis, to provide the reader with an overview of a document without having to read it all.
<b>Focus group</b>	A group of people, often representative of a target audience, brought together to offer feedback about a product before it is launched.
<b>Medium</b>	The medium is the channel of communication used to distribute a media product to its audience e.g. TV, radio, press.
<b>Mind map</b>	A mind map is a visual representation of the development of an idea or ideas. It takes the form of a diagram usually drawn around a central idea or concept. Branching from this central idea or concept are images, words and phrases etc that show thought processes. Mind mapping is a useful technique for generating creative ideas.
<b>Mood board</b>	A mood board is used as a representation of a product or idea. It can be used for generating ideas or as a presentational device. Mood boards are presented as a collage of images, text, drawings, diagrams etc. They can be a physical artefact, on paper for example, or digital, using applications such as Pinterest.
<b>Open question</b>	An open question is asked to elicit detailed feedback. The question is usually constructed as one that is likely to receive a long answer and is often used in collecting qualitative data (see below). For example, 'What do you feel about the main character in our drama?'
<b>Prior experience</b>	The accumulation of knowledge and understanding that one gains from personal experiences across all aspects of life.
<b>Prior learning</b>	The knowledge and understanding gained through the course.
<b>Proposal</b>	A proposal gives details of an idea and a plan for production of a product. Its purpose is to provide a written outline of a project for the consideration of a client.
<b>Qualitative</b>	Relates to collecting and measuring data for research and feedback purposes. Qualitative data is used to measure the quality of something. For example, a number of respondents commented on the appeal of the character's flaws saying that this made him more attractive.
<b>Quantitative</b>	Relates to collecting and measuring data for research and feedback purposes. Quantitative data is measured by easily countable quantities. For example, 50 per cent of respondents said they liked our main character.

### Explanations of the key terms used within this unit, in the context of this unit

Key term	Explanation
<b>Scheduling</b>	Scheduling is the organising of broadcast media products (internet, television, radio, etc) into a daily, weekly, monthly, quarterly or series-long programme appropriate for audience consumption habits. Products aimed at specific audiences will be scheduled at times that they are most likely to be available for consumption. For example, many magazine programmes on TV aimed at women have traditionally been scheduled for early afternoon viewing as this was seen as a time when women who stayed at home to look after family were available for consumption.
<b>Spider diagram</b>	A spider diagram is similar to a mind map but is usually a much simpler way of organising thoughts. Spider diagrams are drawn like the body and legs of a spider, with the body being the central idea or concept, and the legs as the supporting ideas or detail. Unlike mind maps, spider diagrams tend to rely on text rather than visual representations.
<b>Statement of needs</b>	The statement of needs is part of both the client brief and the proposal. It gives the specific reasons why there is a need for the proposed product to be produced.
<b>Success criteria</b>	Success criteria are the requirements that the product will be measured against at the end of the process (in this case the pitch). These will have been outlined in the client brief and reiterated in the proposal. One such standard, for example, might be that a proposed drama has a lead male character that has flaws that the audience finds appealing.
<b>Synopsis</b>	A synopsis is a short statement presenting an outline or overview of a document. A synopsis is presented so that the reader can get an idea of what a text is about before they read it in its entirety.

# MISCONCEPTIONS

Some common misconceptions and guidance on how they could be overcome		
What is the misconception?	How can this be overcome?	Resources which could help
<b>Proposal vs pitch</b>	Often learners will ask why they're sourcing the resources for teaching and learning within this unit. This may be explained by providing external links to ideas for productions (proposals) and spoken presentations used to sell ideas (pitches) showing how product resources are used to convey ideas.	
<b>Proposals for different mediums</b>	Proposals for different mediums may need to contain different elements to those outlined in the activities in this Delivery Guide. It may be a useful exercise to ask learners to Google different elements of learning within this unit. Providing external links to ideas for productions (proposals) via an industry practitioner who is willing to allow access, could provide a variety of examples.	
<b>Quantitative or qualitative</b>	<p>It is likely that learners will collect qualitative data about their pitches but they need to be aware of the differences between quantitative and qualitative.</p> <p>Quantitative relates to collecting and measuring data for research and feedback purposes. Quantitative data is measured by easily countable quantities.</p> <p>Qualitative also relates to collecting and measuring data for research and feedback purposes. However, qualitative data is used to measure the quality of something, and is not countable.</p>	<p>Organisation: British Library: Business &amp; IP Centre            Resource Title: Qualitative and quantitative research for small business            Web Link: <a href="http://www.bl.uk/business-and-ip-centre/articles/qualitative-and-quantitative-research-for-small-business">http://www.bl.uk/business-and-ip-centre/articles/qualitative-and-quantitative-research-for-small-business</a>            Description: This site is aimed at small businesses but is also useful for learners as it sets out a clear set of criteria for both types of research.</p>

# SUGGESTED ACTIVITIES

<b>LO No:</b>	1		
<b>LO Title:</b>	Be able to generate ideas for an original media product based on a client brief		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Client briefs</b>	<p>It is useful at the outset of this unit to ask learners to look for examples of client briefs. Most examples on the internet relate to advertising but it is worth looking at these. Learners could be guided in their approach to using briefs for advertising in their media work. If tutors also have examples of client briefs or create their own examples, these could be used for illustrative purposes.</p> <p>Learners could be asked to research the internet for examples of client briefs for media products (including advertising), using search strings such as 'client brief', 'media brief', 'commission brief' etc. Learners could then be asked to identify what information they might expect to find in a brief, how they would interpret the requirements for a development specification and share their findings with the group for feedback.</p> <p>Useful resources that could be used as a starting point:</p> <p>Organisation: Creative Agency Secrets Resource Title: What does a client brief look like? Web Link: <a href="http://creativeagencysecrets.com/what-does-a-client-brief-look-like/">http://creativeagencysecrets.com/what-does-a-client-brief-look-like/</a> Description: A brief template with self-explanatory headers.</p> <p>Organisation: Solent Creatives Resource Title: How To PASTA Videos (TSC01) Web Link: <a href="http://solentcreatives.co.uk/2014/03/14/pasta-videos-tsc01/">http://solentcreatives.co.uk/2014/03/14/pasta-videos-tsc01/</a> Description: Example of a client brief.</p> <p>Organisation: AdCracker Resource Title: Sample Creative Brief 2016 Web Link: <a href="http://www.adcracker.com/brief/Sample_Creative_Brief.htm">http://www.adcracker.com/brief/Sample_Creative_Brief.htm</a> Description: A template with advice about the content of a brief.</p> 	45 minutes	Unit 2 LO1, LO2 Unit 3 LO1 Unit 14 LO3 Unit 20 LO2 Unit 21 LO2, LO3 Unit 22 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Audience profiles</b>	<p>Learners may have explored audience profiles in previous units but it could be useful to revise and build upon their existing knowledge and understanding. It is important that learners understand that the products they pitch will be targeted at a specific audience as identified by the client.</p> <p>Learners could identify two TV channels, radio stations, or print publications, depending on their area of focus, and identify the audience profile for each.</p> <p>The activity could be extended to include learner presentations explaining the profile of the channels they have chosen, what type of products would be carried by the channel, and how the audience profile of the channel is researched. (The presentations could be recorded on video and stored in a digital portfolio – online or offline). This information is widely available on the internet and is published at regular intervals to take into account any changes in the audience.</p> <p>The primary sources for such data can be found at:</p> <p>Organisation: BARB Resource Title: Broadcasters' Audience Research Board Web Link: <a href="http://www.barb.co.uk">http://www.barb.co.uk</a> Description: Audience research information for TV.</p> <p>Organisation: RAJAR Resource Title: Radio Joint Audience Research Web Link: <a href="http://www.rajar.co.uk">http://www.rajar.co.uk</a> Description: Audience research information for radio.</p> <p>Organisation: PAMCo (formerly NRS) Resource Title: Publishers Audience Measurement Company Web Link: <a href="https://pamco.co.uk">https://pamco.co.uk</a> Description: Audience research information for digital and print media.</p> 	1 hour	Unit 1 LO4 Unit 2 LO2 Unit 3 LO1 Unit 5 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Generating ideas using mind mapping techniques</b></p>	<p>For this activity learners could learn about how to produce effective mind maps before attempting to create one of their own.</p> <p>Useful resources:</p> <p>Organisation: Tony Buzan Resource Title: Mind Mapping Web Link: <a href="http://www.tonybuzan.com/about/mind-mapping">http://www.tonybuzan.com/about/mind-mapping</a> Description: The inventor of mind mapping explains how it is done.</p> <p>Organisation: Mindmapping.com Resource Title: Mind Mapping Web Link: <a href="http://www.mindmapping.com">http://www.mindmapping.com</a> Description: A clear explanation of the process of mind mapping.</p> <p>Learners could be asked to create different types of mind maps to generate ideas (e.g. a hand drawn version vs software application approach) for a new food magazine and the techniques they could use, for example, aimed at males and females in the 16–24 age range or other briefs as specified by the tutor.</p> <p>Once this task is complete learners could form small groups and explain their ideas and the process of developing their ideas and different techniques they could use (e.g. conduct a survey, learner focus group, work visits or a review of existing media products). The end product is not as important as the process at this stage. A record of the process could be kept in the digital portfolio.</p> <p> This activity could be repeated with a range of techniques for generating ideas such as spider diagrams, focus groups, use of digital applications etc.</p>	1 hour	Unit 2 LO1, LO3 Unit 3 LO1 Unit 14 LO3 Unit 15 LO2 Unit 20 LO2 Unit 21 LO2, LO3 Unit 22 LO2

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Constraints</b>	<p>Learners could use the outcomes from activity three to discuss an idea for a new product with a partner. They could use their prior learning to discuss and list the possible physical, financial, legal, regulatory and ethical constraints that may affect the production of their idea.</p> <p>Extension: Tutors could introduce the following IPSO (Independent Press Standards Organisation) ruling in which the Duke of York's complaint of intrusion by <i>The Daily Mail</i> was upheld [<a href="https://www.ipso.co.uk/rulings-and-resolution-statements/ruling/?id=04839-15">https://www.ipso.co.uk/rulings-and-resolution-statements/ruling/?id=04839-15</a>] and initiate a class discussion about regulation and the ethics of photographing/filming public figures in their home environments. How might this and other such rulings impact upon learners' proposed products?</p> <p>Other useful information can be found at:            Organisation: Ofcom            Resource Title: Ofcom            Web Link: <a href="http://www.ofcom.org.uk/">http://www.ofcom.org.uk/</a>            Description: The website of the independent regulator and competition authority for the UK communications industries.</p> 	1 hour	Unit 1 LO6 Unit 2 LO1 Unit 3 LO2 Unit 14 LO3 Unit 15 LO2 Unit 20 LO2 Unit 21 LO2, LO3
<b>Pre-production activity</b>	<p>Learners could prepare to demonstrate their idea by producing a range of planning materials such as storyboards, page mock-ups, or radio scripts (depending on their area of focus). These could be created and/or displayed in multi-media presentation applications.</p> <p>Asking learners to employ multi-media presentation applications at this point will prepare them for the pitch later in the unit. Some of the applications they could employ include:</p> <p>Prezi: <a href="http://prezi.com">http://prezi.com</a></p> <p>ClearSlide (one month free trial): <a href="http://www.clearslide.com/freetrial">http://www.clearslide.com/freetrial</a></p> <p>Haiku Deck: <a href="http://www.haikudeck.com">http://www.haikudeck.com</a></p> <p>SlideShare: <a href="http://www.slideshare.net">http://www.slideshare.net</a></p> <p>PowToon: <a href="http://www.powtoon.com">http://www.powtoon.com</a></p> 	2 hours	

# SUGGESTED ACTIVITIES

<b>LO No:</b>	2		
<b>LO Title:</b>	Be able to create a proposal and pitch for an original media product based on a given brief		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>The proposal 1</b>	<p>If we expect learners to produce documents to industry standards they need to know what these documents look like. This simple activity allows learners to see examples of different types of real proposal documents.</p> <p>Ask learners to search the internet for downloadable proposal templates. Most of these will be for businesses other than the media, but learners could be asked to suggest adaptations. Proposals for media products to be used in advertising campaigns come closest to what is required for this unit. Tutors could guide learners in looking at ways that proposals can be presented to a client.</p> <p>A good guide to what should be in a project proposal and how it should be structured can be found at the Project-Proposal website: <a href="http://project-proposal.casual.pm/">http://project-proposal.casual.pm/</a>. Here you will find advice, downloadable templates, and example proposal templates, outlining the most important elements to include.</p> 	45 minutes	Unit 2 LO1, LO3 Unit 3 LO1 Unit 5 LO1 Unit 14 LO3 Unit 15 LO2 Unit 20 LO2 Unit 21 LO3
<b>The proposal 2</b>	<p>Using the materials and knowledge and understanding from the The proposal 1 activity above, learners could be asked to produce a written proposal and the supporting materials ready for presentation to a client.</p> <p>These could be presented as part of the learner's portfolio.</p> 	2 hours	Unit 2 LO1, LO3 Unit 3 LO1 Unit 5 LO1 Unit 14 LO3 Unit 15 LO2 Unit 20 LO2 Unit 21 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Planning the presentation</b>	<p>Learners could be given a variety of opportunities to formally present work as this could build confidence prior to the final pitch.</p> <p>Tutors could organise learners into small groups where they could use their prior learning and experience to plan a five-minute presentation pitching an advertising media campaign (print, audio, or audio-visual as appropriate) for a new consumer brand to a prospective manufacturer.</p> <p>Tutors could introduce the following British Library web page about how to make a presentation and ask them to identify the main points. These could then be incorporated in the planning activity.</p> <p>Organisation: British Library: Business &amp; IP Centre  Resource Title: Five tips for presenting your business ideas  Web Link: <a href="http://www.bl.uk/business-and-ip-centre/articles/five-tips-for-presenting-your-business-ideas">http://www.bl.uk/business-and-ip-centre/articles/five-tips-for-presenting-your-business-ideas</a>  Description: Tips for presenting business ideas.</p> <p>Organisation: Houston Chronicle  Resource Title: How to Present an Idea to a Company  Web Link: <a href="http://smallbusiness.chron.com/present-idea-company-12412.html">http://smallbusiness.chron.com/present-idea-company-12412.html</a>  Description: A comprehensive guide on how to give a presentation.</p> <p>If learners wish to explore how to make their presentations a little more creative, the Presentation Magazine website has some good tips at:</p> <p>Organisation: Presentation Magazine  Resource Title: Ten Creative Presentation Ideas  Web Link: <a href="http://www.presentationmagazine.com/ten-creative-presentation-ideas-9515.htm">http://www.presentationmagazine.com/ten-creative-presentation-ideas-9515.htm</a>  Description: A guide to making presentations more creative.</p> 	1 hour	Unit 2 LO1, LO3 Unit 21 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Client questions</b>	<p>Learners need to understand that the product they are planning is not for their entertainment. It is a product that has been commissioned by someone else, the client. Therefore it is important that learners consider their ideas from the point of view of the client. This activity places them in the shoes of the client.</p> <p>Tutors could ask learners to each imagine they are their own client, and then, as the client, list all of the questions that they might ask about the proposed product.</p> <p>After about 20 minutes learners could be asked if they have identified any questions which give rise to potential problems with their product.</p> <p>The remaining time could be used to amend the learner's proposal to deal with the problem(s) before it arises.</p> <p>Learners could keep a journal in which they record potential client questions, answers, and any amendments so that they are prepared for Learning Outcome 3.</p> 	1 hour	Unit 2 LO2 Unit 21 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Mood board</b>	<p>A useful way of collecting ideas together and remembering them visually is to produce a mood board. This activity is a development of techniques introduced in Learning Outcome 1.</p> <p>Learners could create a mood board, either physically with paper, scissors etc or digitally (see examples below) to illustrate the ideas behind the product they intend to pitch in LO3.</p> <p>For ideas about how to construct mood boards creatively, learners could be directed to:</p> <p>Organisation: Creative Blog  Resource Title: 24 pro tips for creating inspirational mood boards  Web Link: <a href="http://www.creativeblog.com/graphic-design/mood-boards-812470">http://www.creativeblog.com/graphic-design/mood-boards-812470</a>  Description: Tips for producing mood boards.</p> <p>Learners could find examples of digital boards at:</p> <p>Organisation: Pinterest  Resource Title: Great Examples of Mood Boards  Web Link: <a href="https://uk.pinterest.com/allthingscolor/great-examples-of-mood-boards/">https://uk.pinterest.com/allthingscolor/great-examples-of-mood-boards/</a>  Description: Some examples of digital mood boards.</p> <p>Or they could use:</p> <p>Organisation: Gomoodboard.com  Resource Title: Go Moodboard  Web Link: <a href="http://www.gomoodboard.com/">http://www.gomoodboard.com/</a>  Description: A free application for producing mood boards.</p>	1 hour	Unit 21 LO3

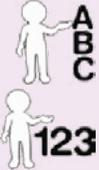
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Planning how to create a presentation for a pitch</b></p>	<p>Using their proposals and supporting materials produced so far, learners could plan how they are going to pitch their product. They could focus on personal presentation techniques, the use of digital resources and unique selling points.</p> <p>In groups learners could create a mini presentation to give to the rest of the group. This could be used to build knowledge and understanding of:</p> <ul style="list-style-type: none"> <li>• how to structure a presentation (e.g. opening remarks, introduction, proposal with supporting materials, conclusion, questions, feedback)</li> <li>• what type of content to include (e.g. spoken, audio-visual, visual, audio)</li> <li>• supporting sample materials that could be used (e.g. recorded/filmed extracts, script extracts, photographs of proposed cast, music extracts, jingles).</li> </ul> <p>Learners could find the following resources useful when preparing their pitches:</p> <p>Organisation: Virgin  Resource Title: Richard Branson: how to pitch in 5 steps  Web Link: <a href="http://www.virgin.com/entrepreneur/richard-branson-how-pitch-5-steps">http://www.virgin.com/entrepreneur/richard-branson-how-pitch-5-steps</a>  Description: Richard Branson offers advice about how to pitch successfully.</p> <p>Organisation: Blueberry Training Limited  Resource Title: Presentation Skills and Perfect Pitching  Web Link: <a href="http://learn.lboro.ac.uk/mod/resource/view.php?id=166265&amp;redirect=1">http://learn.lboro.ac.uk/mod/resource/view.php?id=166265&amp;redirect=1</a>  Description: A useful PowerPoint giving advice about pitching.</p>	1 hour	Unit 21 LO3



# SUGGESTED ACTIVITIES

<b>LO No:</b>	3		
<b>LO Title:</b>	Be able to pitch ideas on a proposed media product and respond to questions		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>Strengths and weaknesses in pitch delivery</b>	<p>This activity utilises peer feedback and could be completed after a run through of the intended pitch.</p> <p>Tutors could ask learners to work with a partner and discuss their strengths and weaknesses when giving oral presentations.</p> <p>Learners could be encouraged to make a list of the areas in which they need to improve.</p> <p>It could be useful for learners to see examples of successful, and unsuccessful, pitches and evaluate the strengths and weaknesses of each.</p> <p>Tutors could show clips of pitches from BBC series:  <i>Dragons' Den</i>: <a href="http://www.bbc.co.uk/programmes/b006vq92/clips">http://www.bbc.co.uk/programmes/b006vq92/clips</a>  <i>The Apprentice</i>: <a href="http://www.bbc.co.uk/programmes/b0071b63/episodes/guide">http://www.bbc.co.uk/programmes/b0071b63/episodes/guide</a></p> <p>Learners could be asked to make notes on the strengths and areas for improvement of the entrepreneurs' pitches.</p> <p> As an extension learners could form groups and create their own product for pitching to 'the dragons' and role-play an episode of the programme with tutors playing the role of dragons or alternatively of a TV/radio station creative director.</p>	1 hour	Unit 2 LO2, LO3



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Collecting feedback</b>	<p>The objective of this activity is to allow learners to explore different ways of collecting data and for them to be able to determine whether they need quantitative and qualitative data to analyse their feedback.</p> <p>Organisation: British Library: Business &amp; IP Centre  Resource Title: Qualitative and quantitative research for small business  Web Link: <a href="http://www.bl.uk/business-and-ip-centre/articles/qualitative-and-quantitative-research-for-small-business">http://www.bl.uk/business-and-ip-centre/articles/qualitative-and-quantitative-research-for-small-business</a>  Description: This site is aimed at small businesses but is also useful for learners as it sets out a clear set of criteria for both types of research.</p> <p>Learners could use this information to help them collect data relating to the need for their new product e.g. audience preference in terms of age, or to relate their product to the popularity of other similar products.</p> <p>In pairs learners could research the different types of data and how to go about collecting it. Whilst researching they could discuss the advantages and disadvantages of collecting feedback in the ways they have discovered. Learners could be encouraged to come to a conclusion as to the best type of feedback for their purpose.</p> 	45 minutes	Unit 1 LO5 Unit 5 LO4 Unit 15 LO4 Unit 22 LO3
<b>Using feedback</b>	<p>It is important that learners understand why they need to elicit feedback. It is also important that they see how professionals use the feedback they collect and to what purpose.</p> <p>Learners could research how media practitioners go about eliciting and recording feedback from their clients in response to proposals.</p> <p>Using the following search terms learners could use the internet to explore how to elicit and use feedback:</p> <ul style="list-style-type: none"> <li>• asking questions for feedback (for example probing, open question styles, closed questions)</li> <li>• using questionnaires for feedback</li> <li>• using interviews for feedback</li> <li>• focus groups feedback.</li> </ul> 	45 minutes	Unit 1 LO5 Unit 5 LO4 Unit 15 LO4 Unit 22 LO3

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Create and deliver a trial pitch</b>	Learners could be asked to use appropriate presentational techniques learnt throughout the unit and applications to create and deliver a pitch to the tutor, or to an industry practitioner.	2 hours	
<b>Reflection</b>	In pairs, learners could discuss what they have done over the course of this Unit. They could explore: <ul data-bbox="517 347 1608 443" style="list-style-type: none"><li>• What they would do differently if they were to start over again</li><li>• What they think worked well</li><li>• What they would have liked to have known before starting the project.</li></ul> Learners could make individual notes that they could then share with their tutor and upload them to their online or offline portfolio for future reference.	1 hour	Unit 1 LO5 Unit 22 LO3



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