

Cambridge TECHNICALS LEVEL 3

# ***DIGITAL MEDIA***

Unit 23 – Create a personal media profile  
DELIVERY GUIDE

Version 1



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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 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

At the heart of this unit is the synoptic approach that embeds a wide range of industry skills, knowledge and understanding and practical activities.

The creative media sector is competitive and being prepared is one step nearer to achieving your chosen career. This unit will be a showcase of the work you have created, supported by a personal media profile. You will identify content to be included in your showcase, as well as create an adaptation of a piece of your existing media work. You'll evidence your personal media profile by exploring your skill set, abilities and achievements and learn how to combine your creative work and personal profile to create a digital professional identity suitable for sharing with prospective employers, higher education institutions and for other career progression pathways.

### Unit 23 Create a personal media profile

LO1	Understand the purpose and use of a personal media profile
LO2	Be able to scope and plan content for a personal media profile
LO3	Be able to repurpose content and create the personal media profile

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 23)	Title of suggested activity	Other units/LOs	
LO1	What is a personal media profile?	Unit 4 Interactive media product	LO1 Be able to compare interactive media products
		Unit 6 Social media and globalisation	LO1 Understand how online and social media products are used LO2 Understand the impact of social media and globalisation on media audiences and producers LO3 Understand how global industries use social media
LO1	Strengths and weaknesses of digital portfolios	Unit 4 Interactive media product	LO1 Be able to compare interactive media products
		Unit 8 Photography for digital media products	LO5 Be able to export photographic images for a client brief
LO2	Identifying content	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 2 Pre-production and planning	LO1 Understand the factors which need to be considered during the planning of a media product LO3 Be able to plan the pre-production of a media product
LO2	Suitable file formats	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 2 Pre-production and planning	LO1 Understand the factors which need to be considered during the planning of a media product LO3 Be able to plan the pre-production of a media product
		Unit 4 Interactive media product	LO1 Be able to compare interactive media products
LO2	SWOT analysis	Unit 1 Media products and audiences	LO5 Be able to evaluate research data used by media institutions
		Unit 2 Pre-production and planning	LO2 Be able to interpret client requirements and target audience considerations LO4 Be able to create and evaluate pre-production documents for a new media product
		Unit 10 Create a digital animation	LO2 be able to plan an animation to a client brief
		Unit 11 3D digital modelling	LO2 Be able to plan 3D modelled characters and a 3D environment for a client brief
LO2	What do prospective employers want?	Unit 24 Cross media industry awareness	LO2 Understand the behaviours, skills and attributes necessary within a chosen media industry
LO2	The apprenticeship route	Unit 24 Cross media industry awareness	LO2 Understand the behaviours, skills and attributes necessary within a chosen media industry
LO2	What does a higher education institution require?	Unit 24 Cross media industry awareness	LO2 Understand the behaviours, skills and attributes necessary within a chosen media industry

This unit (Unit 23)	Title of suggested activity	Other units/LOs	
LO3	The technicalities of producing a personal media profile	Unit 4 Interactive media product	LO1 Be able to compare interactive media products
		Unit 6 Social media and globalisation	LO1 Understand how online and social media products are used LO2 Understand the impact of social media and globalisation on media audiences and producers LO3 Understand how global industries use social media LO4 Know how to plan and manage a social media campaign
LO3	Presentation techniques: house styles	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 13 Graphic design for digital media products	LO1 Know existing graphic design products in the media
LO3	Presentation techniques: colours and fonts	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 3 Create a media product	LO3 Be able to plan and develop pre-production materials for an original media product to a client brief
		Unit 13 Graphic design for digital media products	LO1 Know existing graphic design products in the media
LO3	Visualising the personal media profile	Unit 4 Interactive media products	LO1 Be able to compare interactive media products LO2 Be able to initiate, plan and design a new interactive media product to a client brief
		Unit 13 Graphic design for digital media products	LO1 Know existing graphic design products in the media
LO3	Conveying meaning	Unit 1 Media products and audiences	LO3 Understand how meaning is created in media products
		Unit 22 Scripting for media products	LO1 Understand scripted elements for a range of media products LO2 Be able to plan the script for a media product, in response to a client brief
LO3	Getting yourself known	Unit 6 Social media and globalisation	LO1 Understand how online and social media products are used LO2 Understand the impact of social media and globalisation on media audiences and producers LO3 Understand how global industries use social media LO4 Know how to plan and manage a social media campaign
		Unit 20 Advertising media	LO1 Know how existing advertising campaigns embed advertisements across a range of media products LO2 Be able to plan a cross media advertising campaign to a client brief
		Unit 24 Cross media industry awareness	LO1 Understand the products that are produced within and across media industries

# KEY TERMS

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

Key term	Explanation
<b>Adaptation</b>	Being able to adapt a media text to another type or form of media text i.e. printed photographs into a video portfolio, a book into a film or TV series.
<b>CV</b>	CV stands for Curriculum Vitae. A formal document outlining qualifications, skills, attributes and interests for prospective employers or organisations.
<b>Compression</b>	In the context of this unit, compression refers to a large file format, such as .MOV which needs to be compressed to a smaller file format e.g. .MPEG4 which is more suitable for uploading to the Internet.
<b>Conversion</b>	In the context of this unit, it may be necessary to convert a file format to another type, depending on the original format. For example, a series of images saved as .JPEG could be imported into a video editing programme and then converted to a video file format, such as .MOV or .MPEG4.
<b>Digital platform</b>	A digital platform is any platform in an electronic context, such as a website, or interactive multimedia on an electronic device.
<b>Digitise</b>	Turning a physical media text (i.e. hard copy) into an electronic version by using a scanner, digital camera or similar device capable of being able to import into a computer.
<b>Personal profile</b>	In the context of this unit, a personal profile refers to a person's skills, personal and professional achievements and abilities, which characterise us as being individual.
<b>Physical platform</b>	A physical platform in the context of this unit, refers to any media text which exists as hard copy i.e. photographic prints, art exhibitions and artefacts which are in a physical form as opposed to an electronic form.
<b>Repurpose</b>	Being able to adapt one existing media text to another type of media text e.g. editorial to magazine article, music track to computer game sound track, film to a trailer, film stills to a poster or DVD box art.
<b>Sequence</b>	In the context of this unit, sequence refers to the organisation of the personal media profile in that it needs to be organised, with a specific sequence, perhaps using an index with links to pieces of work of particular strength and quality.
<b>Showcase</b>	A portfolio of moving image, still images, music, drawings, to demonstrate creative skills to a prospective employer, university or similar.
<b>Showreel</b>	A moving image portfolio, hence the inclusion of the word 'reel', which is used to demonstrate creative skills to a prospective employer, university or similar.
<b>Skillset</b>	A range of skills or abilities a person has achieved or aspires to.

# 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>Learners may get confused with reference to a personal media profile, social media profile and a digital portfolio which all have slightly different characteristics</b>	A personal media profile is another form of a digital portfolio, but rather than just showcasing content, it may well contain testimonials, blogs or experiences which are relevant to the sector the profile is aimed at. A social media profile relates to having a Facebook, Instagram etc profile, which in this context relates to personal and social content, with no reference to employment purposes. A digital portfolio is online, or even a portfolio of work on a DVD. It could contain a showreel, or simply pieces of work in an electronic format.	Book: Clazie, I. (2010) <i>Creating Your Digital Portfolio: The Essential Guide to Showcasing Your Design Work Online</i> . How Design Books.
<b>There may be some misconception with regard to the term repurpose, in that it is a similar term to adaptation</b>	In the context of this unit, repurposing refers to taking an existing media creation, and repurposing that content into a different electronic medium. A repurposing example could be repurposing existing film footage into a trailer, before exhibition. An adaptation example could be developing a book title into a film or even a TV series.	The following resource helps learners to understand what repurposing is using a tutor-led example and asking learners to find their own examples: <a href="http://coschedule.com/blog/repurpose-your-content/">http://coschedule.com/blog/repurpose-your-content/</a>

# SUGGESTED ACTIVITIES

LO No:	1		
LO Title:	Understand the purpose and use of a personal media profile		
Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>What is a personal media profile?</b>	<p>Learners could be asked the following question: If you want to be successful in the creative media sector, it is important to create a professional personal media profile as opposed to a social media profile, or producing a digital portfolio on a DVD. What are the characteristics of each type of profile?</p> <p>This could be a tutor-led discussion or learners could work in groups to identify and then discuss the characteristics.</p> <p>Centres could source examples of portfolios i.e. physical, DVD, digital, show reels for learners to look at. These could be sourced from other departments within the centre or learners could look at professional social networking sites e.g. LinkedIn.com or Facebook.</p> <p>Learners could then produce a table outlining the advantages and disadvantages of the different examples of portfolios so as to determine their suitability for different professional contexts.</p> <p>Useful websites:</p> <p>Definitions of a digital portfolio:  <a href="https://digitalportfolio.wikispaces.com/What+is+a+digital+portfolio%3F">https://digitalportfolio.wikispaces.com/What+is+a+digital+portfolio%3F</a></p> <p>This is a good example of a personal media profile:  <a href="http://harney.me/">http://harney.me/</a></p> <p>Examples of digital portfolios:  <a href="http://www.creativeblog.com/portfolios/examples-712368">http://www.creativeblog.com/portfolios/examples-712368</a></p> <p>Different types of portfolios:  <a href="https://careercenter.depaul.edu/resumes/portfolios.aspx">https://careercenter.depaul.edu/resumes/portfolios.aspx</a></p> <p>Professional social networking site:  <a href="https://www.linkedin.com/">https://www.linkedin.com/</a></p> <p>Useful book:            Clazie, I. (2010) <i>Creating Your Digital Portfolio: The Essential Guide to Showcasing Your Design Work Online</i>.            How Design Books.</p>	1 hour	Unit 4 LO1 Unit 6 LO1, LO2, LO3



Title of suggested activity	Suggested activities	Suggested timings	Also related to
<p><b>Why have a personal media profile?</b></p> 	<p>The activity above requires learners to look at what a personal media profile is. However, this does not mean that learners understand why they should have one.</p> <p>Learners, working in groups, could discuss why they would need a personal media profile in the context in which they might require one. Tutors could then direct small groups of learners to produce a presentation about the benefits of such a profile, in their particular area of interest.</p> <p>Learners could read the following article, which discusses the reasons behind digital profiles:  <a href="http://www.forbes.com/sites/85broads/2012/11/30/7-reasons-you-need-a-vibrant-digital-profile/#2715e4857a0b47d32d6a4e90">http://www.forbes.com/sites/85broads/2012/11/30/7-reasons-you-need-a-vibrant-digital-profile/#2715e4857a0b47d32d6a4e90</a></p> <p>Useful book:  Rabbat, S. (2011) <i>Creating a Digital Portfolio</i>. Cherry Lake Publishing.</p>	45 minutes	
<p><b>Strengths and weaknesses of digital portfolios</b></p> 	<p>Learners could browse the Internet for examples of digital portfolios. A link is provided below. They could produce a moodboard of the strengths of different designs and formats they explore. Learners could produce a written report on the identified strengths and weaknesses they find within their explorations.</p> <p>Useful website:  Examples of digital portfolios:  <a href="http://www.creativeblog.com/portfolios/examples-712368">http://www.creativeblog.com/portfolios/examples-712368</a></p> <p>Useful book:  Clazie, I. (2010) <i>Creating Your Digital Portfolio: The Essential Guide to Showcasing Your Design Work Online</i>. How Design Books.</p>	1.5 hours	Unit 4 LO1 Unit 8 LO5

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Identifying skills and qualities</b> 	<p>Tutors could initially identify the transferable skills that employers want, by referring to this website: <a href="https://www.prospects.ac.uk/careers-advice/applying-for-jobs/what-skills-do-employers-want">https://www.prospects.ac.uk/careers-advice/applying-for-jobs/what-skills-do-employers-want</a></p> <p>Tutors could direct learners to discuss, in groups, the following question: Do we have these skills?</p> <p>This could then be further broken down by individual learners, into more personal skills, depending on the creative media sector the learner is interested in, such as production, or technical skills. Learners could create a table to identify the skills they have and do not have.</p> <p>Useful website: Government skills assessment for creative media sector: <a href="https://www.gov.uk/government/publications/creative-media-and-entertainment-sector-skills-assessment">https://www.gov.uk/government/publications/creative-media-and-entertainment-sector-skills-assessment</a></p>	1 hour	
<b>What is the best type of CV?</b> 	<p>In previous activities, learners have identified their skills and qualities; they could now look at how these could be formally presented. Learners may already have a CV of their own but the target audience may be looking for a certain type of CV.</p> <p>Learners could show each other their own CVs, and tutors could direct learners to read the information on the different types of CVs on this website: <a href="http://www.prospects.ac.uk/example_cv.htm">http://www.prospects.ac.uk/example_cv.htm</a>.</p> <p>Learners could identify the specific sector their own CV would be required for and could then go on to review their own CV or another learner's CV and adapt it accordingly. At this point however, learners may not know which specific sector pathway they want to follow and they could simply just review their CV.</p> <p>Below are links with information on how to build a digital CV/resume: <a href="http://lifehacker.com/sumry-builds-good-looking-web-resumes-lets-you-apply-t-1542557463">http://lifehacker.com/sumry-builds-good-looking-web-resumes-lets-you-apply-t-1542557463</a> <a href="http://www.makeuseof.com/tag/land-job-resume-stands-crowd-sumry/">http://www.makeuseof.com/tag/land-job-resume-stands-crowd-sumry/</a> <a href="https://prezi.com/">https://prezi.com/</a></p>	1 hour	

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Repurpose this!</b> 	<p>One of the main outcomes for this unit is to repurpose an existing piece of media work into a different format.</p> <p>Tutors could identify a specific medium and explain how this could be repurposed. Examples could include: a computer game that could be adapted to an audio visual promo; film footage which could be adapted to be a trailer; a photograph which could be adapted to be a magazine front cover; a piece of editorial to a magazine article.</p> <p>Learners, working in small groups, could brainstorm ideas and create a list of mediums and the possible ways those mediums could be repurposed.</p> <p>A further discussion could be held, directed by the tutor, as to why repurposing occurs.</p> <p>Some interesting ideas about repurposing can be found at:  <a href="http://coschedule.com/blog/repurpose-your-content/">http://coschedule.com/blog/repurpose-your-content/</a></p>	30 minutes	
<b>Physical to digital</b> 	<p>Learners will need to be able to explore different ways of digitising physical/hard copy media work.</p> <p>Tutors could use a scanner, tablet device, digital camera or get learners to use their own smartphones to consider how they can put a piece of physical work into an electronic format. For example, learners could take a photograph of a piece of paper, using their smartphones. Learners could then either email the file to themselves, or transfer the file direct to a computer, depending on connections available.</p> <p>Learners will also need to understand how different file types and formats may impact on the quality of their electronic work. Learners could create a table with the following headings: Medium; File type (high quality); File type (low quality). The table could then be completed, working from a list of mediums supplied by the tutor. Learners could research appropriate file types for the different mediums, indicating the difference for high and low quality formats.</p> <p>Useful information about file types:  <a href="http://fileinfo.com/filetypes/common">http://fileinfo.com/filetypes/common</a></p>	1.5 hours	

# SUGGESTED ACTIVITIES

<b>LO No:</b>	2																							
<b>LO Title:</b>	Be able to scope and plan content for a personal media profile																							
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>																					
<b>Identifying content</b>  	<p>Learners will no doubt have creative work in different mediums, which may consist of draft work, first edits and lots of other completed content.</p> <p>Learners could identify the different types of content they may have with regard to a physical or digital medium.</p> <p>Learners could identify their three best physical pieces and in a speed-dating format (half the group sitting at their desks, the other half visiting each desk), another learner could rank the pieces in a first, second or third order. This could give learners an idea of how successful their content could be.</p>	1 hour	Unit 1 LO3 Unit 2 LO1, LO3																					
<b>Suitable file formats</b>	<p>Learners will need to consider what file formats are best for the medium of their planned portfolio.</p> <p>Susie has a collection of creative media work and wants to know what is the best file format for uploading each medium to her own dedicated website. They have all been digitised, but not necessarily to the most appropriate file format.</p> <table border="1"> <thead> <tr> <th>Medium</th> <th>Current file format</th> <th>Suggested file format</th> </tr> </thead> <tbody> <tr> <td>Photograph</td> <td>.TIFF</td> <td></td> </tr> <tr> <td>Animation</td> <td>.SWF</td> <td></td> </tr> <tr> <td>Music track</td> <td>.WAV</td> <td></td> </tr> <tr> <td>Video</td> <td>.WMV</td> <td></td> </tr> <tr> <td>Script</td> <td>.doc</td> <td></td> </tr> <tr> <td>Storyboard</td> <td>.bmp</td> <td></td> </tr> </tbody> </table> <p>Learners could then identify a suitable file format for a piece of their own work to upload to a website.</p> <p>Useful information about file types: <a href="http://fileinfo.com/filetypes/common">http://fileinfo.com/filetypes/common</a></p>	Medium	Current file format	Suggested file format	Photograph	.TIFF		Animation	.SWF		Music track	.WAV		Video	.WMV		Script	.doc		Storyboard	.bmp		30 minutes	Unit 1 LO3 Unit 2 LO1, LO3 Unit 4 LO1
Medium	Current file format	Suggested file format																						
Photograph	.TIFF																							
Animation	.SWF																							
Music track	.WAV																							
Video	.WMV																							
Script	.doc																							
Storyboard	.bmp																							
<b>SWOT analysis</b>  	<p>One way of identifying strengths and weakness for personal skills is to use a simple SWOT diagram. Tutors could ask learners to assess their planned content, or another learner's planned content, by carrying out a SWOT analysis.</p>	30 minutes	Unit 1 LO5 Unit 2 LO2, LO4 Unit 10 LO2 Unit 11 LO2																					

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>What do prospective employers want?</b> 	<p>In the What is the best type of CV? activity for Learning Outcome 1, learners were asked to review their CVs and look at the different styles of CV. Learners may already have an idea which creative media sector route they are looking to follow; however, the following activities could enable learners to review their pathways.</p> <p>Learners could find it interesting to look at creative media sector job vacancies, which could help learners determine which employment pathway might be for them. In particular, looking at what skills employers want and any likely interview requirements.</p> <p>Useful websites:  <a href="http://www.thecreativeindustries.co.uk/creative-industries">http://www.thecreativeindustries.co.uk/creative-industries</a>  <a href="http://creativeskillset.org/">http://creativeskillset.org/</a></p>	45 minutes	Unit 24 LO2
<b>The apprenticeship route</b> 	<p>Learners could investigate the apprenticeship route, by completing the following brief.</p> <p>Jonny cannot make up his mind whether to go to university or complete an apprenticeship with an employer. He is looking to eventually work in the film industry. Can you produce an outline report for Jonny detailing what he needs to do to follow the apprenticeship route?</p> <p>Useful websites:  <a href="http://creativeskillset.org/who_we_help/young_creative_talent/ways_creative_industries/creative_skillset_apprenticeships">http://creativeskillset.org/who_we_help/young_creative_talent/ways_creative_industries/creative_skillset_apprenticeships</a>  <a href="https://www.gov.uk/government/publications/a-guide-to-apprenticeships">https://www.gov.uk/government/publications/a-guide-to-apprenticeships</a></p>	1 hour	Unit 24 LO2
<b>What does a higher education institution require?</b> 	<p>Learners could look at a range of digital media courses, to ascertain their requirements for entry. They could analyse the portfolio requirements for the course, to identify required styles and formats.</p> <p>Learners could find a minimum of five courses which require a portfolio as part of their application process. Tutors could then help learners to compile a list of the different types of portfolio and required content.</p>	2 hours	Unit 24 LO2

# SUGGESTED ACTIVITIES

<b>LO No:</b>	3		
<b>LO Title:</b>	Be able to repurpose content and create the personal media profile		
<b>Title of suggested activity</b>	<b>Suggested activities</b>	<b>Suggested timings</b>	<b>Also related to</b>
<b>The technicalities of producing a personal media profile</b>	<p>Once learners have scoped and repurposed their content, they will need to decide the type of personal media profile they wish to use. In the What is a personal media profile? activity under Learning Outcome 1, learners were asked to identify the different types of media profile. Learners could now look at the technical side of creating a personal media profile using website, blog and timeline platforms.</p> <p>Tutors could divide learners into groups, giving each group a specific platform to interact with, in order to ascertain the ease of use of the software and to allow learners to compare the usability of all three platforms. Learners could then make their own, informed choice of the best platform for their needs.</p> <p>The links below enable learners to create a website, with a very easy to use interface, whereby they can showcase their content, as well as sharing their abilities and achievements. There are no domain or hosting costs.  <a href="https://pathbrite.com/#maker">https://pathbrite.com/#maker</a>  <a href="http://www.wix.com/">http://www.wix.com/</a>  <a href="http://www.webs.com/">http://www.webs.com/</a>  <a href="http://www.weebly.com/">http://www.weebly.com/</a></p> <p>The links below enable learners to create a personal media profile in a blog format, which allows them to post their up-to-date activities, experiences and achievements, as well as including their media content.  <a href="http://blog.com/">http://blog.com/</a>  <a href="http://www.blogger.com">http://www.blogger.com</a></p> <p>Learners could explore the link below, which is a good example of a timeline approach to including media content, as well as giving the target audience information about other experiences and achievements.</p> <p>An online resource for building a resume/CV: <a href="https://sumry.me/">https://sumry.me/</a></p> <p>Useful books:            Clazie, I. (2010) <i>Creating Your Digital Portfolio: The Essential Guide to Showcasing Your Design Work Online</i>. How Design Books.            Rabbat, S. (2011) <i>Creating a Digital Portfolio</i>. Cherry Lake Publishing.            Baron, C. (1996) <i>Creating a Digital Portfolio: A Guide to Marketing and Self-Promotion</i>. Hayden Books.</p>	2 hours	Unit 4 LO1 Unit 6 LO1, LO2, LO3, LO4

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Presentation techniques: house styles</b>	<p>When putting together their personal media profile, learners should consider the quality of their presentation, with due regard to colours and fonts. Most organisations have a specific house style or colours which represent their branding, and this style will reflect their identity.</p> <p>Tutors could demonstrate to learners the house style and branding for a national supermarket chain, to show how meaning can be created by the use of particular styles of font and colour.</p> <p>Learners could investigate a different type of organisation e.g. a cinema, theatre or broadcaster to explore how these organisations use their house style to communicate the values of their organisation.</p>	45 minutes	Unit 3 LO2 Unit 13 LO1
<b>Presentation techniques: colours and fonts</b>	<p>Learners could explore the concept of colour theory as part of their presentation techniques.</p> <p>Learners could find out what colour theory is, and then create a moodboard of different colours schemes they feel would be suitable for their personal media profile.</p> <p>Useful website for basic colour theory: <a href="http://www.colormatters.com/color-and-design/basic-color-theory">http://www.colormatters.com/color-and-design/basic-color-theory</a></p> <p>How to choose presentation colours: <a href="http://www.presentationxpert.com/3-steps-to-choosing-the-best-presentation-colors">http://www.presentationxpert.com/3-steps-to-choosing-the-best-presentation-colors</a></p> <p>As well as considering colours in the presentation of their personal media profile, learners should consider the style of typographical fonts. Learners could explore different fonts and consider these alongside the moodboard they created above.</p> <p>The link below shows examples of various fonts, such as handwriting, gothic, techno, script and fancy: <a href="http://www.dafont.com/">http://www.dafont.com/</a></p> <p>Tutors could lead a discussion on the fonts most suitable for a digital platform. The link below provides information on web safe fonts and those suitable for online presentations: <a href="http://www.webpagecontent.com/arc_archive/182/5/">http://www.webpagecontent.com/arc_archive/182/5/</a></p>	1 hour	Unit 1 LO3 Unit 3 LO3 Unit 13 LO1
<b>Visualising the personal media profile</b>	<p>Learners could consider the sequencing of their content i.e. the order and layout of their content. This may depend on the digital portfolio platform they are using. Learners could produce a visualisation diagram, wireframes, flat plan or sitemap of the proposed layout of their personal media profile, on their chosen digital portfolio platform.</p>	45 minutes	Unit 4, LO1, LO2 Unit 13 LO1

Title of suggested activity	Suggested activities	Suggested timings	Also related to
<b>Conveying meaning</b>	<p>Learners may need to emphasise a specific meaning for a piece of their content which would benefit from a commentary, perhaps identifying key features, key materials used or key observations, that require an explanation of the rationale behind the piece.</p> <p>Learners could look at other learners' identified content for the personal media profile and they could make suggestions as to the rationale of the piece. Learners could then go on to write a script for this commentary.</p>	30 minutes	Unit 1 LO3 Unit 22 LO1, LO2
<b>Getting yourself known</b>	<p>Learners could explore various methods of getting their personal media profile noticed. Promotion online is not the only way to get a personal media profile noticed. Learners could consider other methods, such as events, call ins, the use of email and business cards.</p> <p>Tutors could direct learners to look at various methods of cross media promotion, comparing online methods with physical methods. Learners could conduct a survey, asking respondents to identify how they look for services and products.</p>	1 hour	Unit 6 LO1, LO2, LO3, LO4 Unit 20 LO1, LO2 Unit 24 LO1



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