

Unit 28: Corporate and Promotional Programme Production

Unit code:	R/600/6611
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to provide learners with the understanding, knowledge and skills required to plan and produce corporate and promotional programmes.

● Unit introduction

Corporate and promotional programme production accounts for a large part of moving image production and covers corporate information productions, music promotions and training programmes. People see corporate and promotional programmes every day and they are a major influence on buying habits. Supermarkets are now installing large screens across shopping aisles to entice shoppers to buy products. Many large companies produce an annual corporate programme for investors and staff.

Production companies produce programmes for a wide variety of purposes: conferences and seminars, DVDs for staff induction and training, 'talking head' interviews with chief executives and celebrities, sales pitch and 'debrief' videos for public relations presentations, and even pub quizzes. Production companies might also create 'testimonial' videos for companies who want to show off their delighted clients online, viral Mpegs for online marketing and MMS video messages for mobile phones.

In this unit learners will investigate current practices and examine the diverse nature of the sector. They will experiment with techniques and technology to produce a finished corporate or promotional programme. They will practise professional production techniques and produce material that meets a specified brief and the requirements of a client.

This unit offers a real opportunity to develop pre-production and production skills and to produce finished work.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand codes, conventions and current practice in corporate and promotional programming
- 2 Be able to plan corporate or promotional programmes to a brief
- 3 Be able to produce corporate or promotional programmes to a brief.

Unit content

1 Understand codes, conventions and current practice in corporate and promotional programming

Codes and conventions relating to: style; content; form (promos, training, information, music, sales)

Current practice relating to: equipment; formats; techniques

Legal issues: privacy; libel; copyright; current law relating to, eg race relations, disability, obscenity

Ethical issues: representation, eg race, gender, religion

Production practices: client liaison; ideas development; treatments; proposals; storyboard; scripts; shooting scripts; scheduling; health and safety

2 Be able to plan corporate or promotional programmes to a brief

Production requirements: client's specification; audience needs; using appropriate techniques (single camera, multi-camera, sound dubs, studio, location); using appropriate formats

Planning: scheduling; production and management roles; monitoring progress; identifying logistics

Resources: time; budget; physical, eg equipment, location, studio, properties; people, eg crew, talent

3 Be able to produce corporate or promotional programmes to a brief

Production: studio or location recording; health and safety; managing production; recording material; controlling logistics

Post-production: collating material; logging material; shaping material; liaising with client; reviewing material; making changes

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 describe the codes, conventions and current practice of corporate and promotional programmes with some appropriate use of subject terminology [IE]	M1 explain the codes, conventions and current practice of corporate and promotional programmes with reference to detailed illustrative examples and with generally correct use of subject terminology	D1 comprehensively explain the codes, conventions and current practice of corporate and promotional programmes with elucidated examples and consistently using subject terminology correctly
P2 plan a corporate or promotional programme to a brief working within appropriate conventions and with some assistance [SM] [CT]	M2 plan a corporate or promotional programme to a brief effectively showing some imagination and with only occasional assistance	D2 plan a corporate or promotional programme to a brief to a quality that reflects near-professional standards, showing creativity and flair and working independently to professional expectations
P3 produce a corporate or promotional programme to a brief working within appropriate conventions and with some assistance. [SM]	M3 produce a corporate or promotional programme to a brief competently showing some imagination and with only occasional assistance.	D3 produce a corporate or promotional programme to a brief of technical quality that reflects near-professional standards, showing creativity and flair and working independently to professional expectations.

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

Learners should start by considering a wide range of examples of corporate and promotional material. This might be through a classroom viewing activity followed by discussion or through learners finding relevant material for themselves and giving presentations on the examples they have found. Promotional material is now produced in many forms as is evidenced by recent developments in internet promotional activity and mobile phone technology. Tutors should encourage learners to explore these new forms and bring into the classroom their own experiences of the genre.

This practical aspect of this unit is likely to be taught through activities based around a client's needs. Learners should be encouraged to work with clients from outside and within the centre. Tutors may undertake the role of the client but, for a realistic vocational scenario, clients from local commerce, community organisations and local government are preferable. Learners will need time to establish links with the client and opportunities for planning meetings and liaison.

Once they have been given a brief, learners could work in a team and meet on a regular basis to discuss ideas and plan the production. However, learners could work on an individual product and use their peers as crew members. They could then, in turn, act as crew for other productions.

The nature of projects undertaken may mean that learners work in an unconventional timetable apart from planned meetings. Some work may have to be undertaken outside traditional teaching hours and will involve careful planning and adequate provision for equipment use.

Learners must be encouraged to have a dialogue with their client and to develop ideas from the client's initial brief. They should experiment with ideas and give the client appropriate choices of style, format and techniques producing, if required, examples of their ideas.

Learners must produce a production schedule that allows adequate time for completion and ensures that resources are available to complete the work. Learners should experience the whole planning and production process through their work as a team member. It should be stressed to learners that teamwork is essential for the majority of corporate or promotional programmes. However, if working in a team, individual learners must provide evidence of their own contributions to the design and production of the finished video. Photocopied documentation of group work will not be sufficient to meet the assessment criteria for this unit.

Opportunities must be given for client and audience feedback on the programme. This might take the form of a rough cut or initial edit shown at a meeting held in lesson time.

Wherever possible, learners should visit production companies or tutors should organise visits from video producers.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the teaching and assessment of this unit.

Topics and suggested assignments and activities

Introduction to unit and unit assessment.

Introduction to the codes and conventions of corporate and promotional programming.

Assignment 1 – Codes, Conventions and Current Practice

Learners have been commissioned to contribute an article for a magazine aimed at informing young people about corporate and promotional programme production.

Stage 1: codes and conventions.

Working in small groups and taking individual notes learners will:

- view corporate and promotional programmes
- discuss the message being promoted
- identify the style and content of each programme.

Stage 2: current practice.

Working in pairs and taking individual notes learners will:

- research corporate and promotional programmes
- identify the message being produced in each type of programme
- identify the style of each type of programme
- give brief presentation to class on their findings.

Stage 3: analysis of a chosen corporate or promotional programme.

Working in pairs and taking individual notes learners will:

- research the target audience for the programme
- identify the current practice in technology used in the production of the programme, eg SD, HD
- identify legal and ethical issues that might arise when producing this programme
- give brief presentation to class on their findings.

Stage 4: production practices.

Working individually learners will:

- research into current practice in corporate and promotional production eg proposal, treatment, storyboard
- identify key issues to be considered when producing a corporate or promotional programme, eg scheduling, health and safety
- obtain and prepare illustrations to use in final article.

Stage 5: draft, lay out, revise and complete article.

Topics and suggested assignments and activities

Assignment 2 – Planning for Production

In response to a given brief and working in groups, learners will:

- allocate production roles and responsibilities
- determine the requirements of the brief
- identify the target audience
- determine appropriate content and style for the programme
- identify appropriate techniques to use in the production process
- check that resources are available for the production process
- draft script
- prepare a proposal and pitch this to client
- produce planning documentation.

All learners must individually maintain a production log throughout the process.

Assignment 3 – Production

Following the planning done for Assignment 2, learners will:

- manage time, resources and personnel to produce a programme
- obtain or book all shooting and post-production assets required
- undertake production and post-production work using appropriate techniques and within health and safety guidelines
- show finished work to a client and sample audience to identify any necessary changes
- modify work according to identified need for changes.

All learners must individually maintain a production log throughout the process.

Review of learning and unit assessment.

Assessment

Evidence for assessment

The evidence for achievement of learning outcome 1 could take the form of an essay, a report, a presentation, a magazine article or a video producer's handbook that learners could use for reference when completing later tasks. For some learners, a formal viva voce assessment might be appropriate. When more than one learner in a cohort is assessed in this way care must be taken to ensure that all learners are asked equivalent questions, and that all are given equal opportunities to expand or clarify their answers. Interviewers must also ensure that questions are not phrased in such a way as to provide or suggest an answer. Formal vivas should be recorded for the purposes of internal and external verification and at least 50 per cent of such assessments must be internally verified.

Achievement of learning outcome 2 requires that learners plan the production of a programme and evidence for achievement of the learning outcome will therefore consist primarily of records of planning work. Learners must keep careful records of activities such as meetings and research work undertaken. Individual contributions to the planning process are vital as photocopied notes of group work are not acceptable.

Learning outcome 3 requires learners to produce a corporate or promotional programme to a client's specification using appropriate formats and techniques. The finished video will therefore provide the main evidence for achievement of learning outcome 3, though records of production (such as minutes of meetings that highlight the tasks of each team member and record whether or not they were completed) should be submitted as part of the evidence. As part of the post-production process learners should discuss their work with the client and make changes where necessary, documenting this process accordingly.

NB: to achieve a grade for this unit learners working in groups must provide individually generated evidence of achievement of the unit content.

Application of grading criteria

When applying the grading criteria, tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not exhaustive and the examples need not specifically be included in a learner's work in order for that learner to achieve the exemplified grade.

Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

P1: learners will describe the codes and conventions of current practice accurately but with limited detail. They will show some understanding of the forms of corporate and promotional video material being produced and be able to identify, in a limited way, formats, equipment, and techniques used. Learners will have some understanding of legal and ethical issues. Evidence will show a basic understanding of technical terminology but learners will generally be unsure about this vocabulary and will make fairly frequent mistakes when they do use it.

P2: learners will show some evidence of planning for a production in response to the given brief. They will have used appropriate paperwork and will have taken account of the main requirements of the production process (for example, equipment, crew, talent, schedule, budget) though in limited detail. Learners working at this grade will typically not have identified potential problems with the production process.

P3: the finished corporate and promotional programme will have some sense of design and the deliberate application of technology and techniques behind its production. However, as with the planning, learners will not move beyond the conventional use of those techniques.

P2 and P3: in terms of the aesthetic or imaginative qualities of their work, learners will not move beyond the conventional, but the conventions applied will be appropriate to the format within which they are working. Learners will need frequent assistance and support, though they will take note of and make use of this help when it is given. If they are in frequent need of such help but fail to make positive use of it they should not be considered for a pass grade for this unit.

Merit

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

M1: learners will have moved on from simply describing the codes and conventions of current practice and will talk them in such a way as to show how or why they are used. They will explain how relevant legal and ethical issues affect the production of corporate and promotional programmes. Relevant examples will be given to support what is said, but learners will not elucidate these examples to show how they illustrate the point they support. They will have a clear understanding of the forms of corporate and promotional video material being produced and be able to identify most of the formats, equipment, and techniques used. Learners will use technical vocabulary for the most part correctly, but may make mistakes or be unsure about usages at times.

M2: learners will present clear evidence of the planning process in appropriate paperwork. Work will be approached methodically and with adequate preparation so that learners will make accurate forecasts of the logistical requirements for their production. This will include accurate budgeting and booking of necessary resources. Ideas will be worked out and presented neatly. Learners will have identified potential problems with the production process and made plans to overcome these.

M3: the finished corporate and promotional programme will recognise the needs of the client and audience. Learners will show facility and some confidence in relation to the handling of equipment and the application of skills and techniques. Processes will be undertaken with care. Learners will demonstrate competent use of technology and techniques to produce the work.

M2 and M3: learners will still be working within recognisable generic conventions, but there will be some imaginative thought behind the work so that codes, conventions and technical skills will be employed with some inventiveness. They will need little assistance, though typically they will still need some support when dealing with more complex technology or trying to apply more sophisticated techniques. Like the pass grade learner, they will benefit from it.

Distinction

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

D1: when discussing the codes and conventions of current practice learners will justify any points made using supporting arguments or evidence, will develop ideas critically (ie, compare, assess and discriminate) and draw out of an example precisely what it is about it that exemplifies the point it illustrates. They will be able to clearly identify formats, equipment, and techniques used. They will be able to explain fully how relevant legal and ethical issues affect the production of corporate and promotional programmes, illustrating their explanations with detailed and elucidated examples. Technical vocabulary will be secure and used correctly and confidently at all times.

D2: learners will demonstrate near-professional standards of practice in planning for production, using a wide range of appropriate paperwork and clearly recording the whole planning process. They will have made full and accurate forecasts of the logistical requirements of their production which will include plans that take into account potential changes, contingencies and client needs.

D3: the finished corporate and promotional programme will be fit for purpose and meet the needs of the audience. Learners will have demonstrated technical skills that approach professional standards.

D2 and D3: learners will use relevant codes and conventions with creativity and flair and will have used technical skills to realise their intentions not just with imagination but with ingenuity. Learners will be capable of working autonomously and effectively. The term 'working independently' means that they are able to work on their own initiative, do not need constant support or supervision, give the work their full commitment, work positively and cooperatively with others, and meet deadlines. In other words, they have the kind of self-management skills that would be expected of them in a professional context. Note also that this criterion should not be taken to mean that learners do not seek advice or that they work without discussing things with their tutor, but rather that they are not dependent upon the support of others and that when they take advice they weigh it carefully for themselves.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – Codes, Conventions and Current Practice	Learners have been commissioned to contribute an article for a magazine aimed at informing young people about corporate and promotional programme production.	<ul style="list-style-type: none"> All research and viewing notes. Presentation slides and notes. Tutor observation notes. Drafts and final copy of magazine article.
P2, M2, D3	Assignment 2 – Planning for Production	Learners, as members of a small production company, have been given a brief to produce a DVD to promote a new business.	<ul style="list-style-type: none"> Minutes of planning meetings. Planning log containing appropriately annotated pre-production documents. Proposal. Tutor observations of learners working in their teams.
P3, M3, D3	Assignment 3 – Production	As above.	<ul style="list-style-type: none"> Minutes of production meetings. Production log (with notes on any changes made to the product). Detailed production documentation. Tutor observations or witness statements.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Video Production	Film and Video Editing
	Soundtrack Production for the Moving Image
	Writing for Television and Video
	Pre-Production Techniques for the Creative Media Industries

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Camera, Lighting for Film and Television, Production (Film and Television), and Sound as follows:

Camera

- C2 Specify camera equipment required
- C4 Obtain, prepare and return equipment
- C12 Provide assistance to record and review the video image
- C13 Maintain camera batteries during shoot
- C14 Co-ordinate the crew to position a camera
- C28 Position and move the camera to frame and compose the image

Lighting for Film and Television

- L2 Conduct a reece from an electrical viewpoint
- L7 Lighting for a single camera
- L11 Set lighting to meet the desired effect

Production (Film and Television)

- P41 Assist gallery operations and production of multi-source recorded productions
- P42 Assist live multi-source productions
- P45 Assist with the post-production process

Sound

- S1 Work effectively in sound production
- S2 Identify, devise and manage the sound requirements
- S5 Rig sound equipment.

Essential resources

Learners should have access to a wide range of production and post-production equipment of a professional standard.

Employer engagement and vocational contexts

Learners would benefit from a visit to a corporate or promotional production company. A visit from a producer or director would provide valuable insights into current practice.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – www.skillset.org/careers.

Further general information on work-related learning can be found at the following websites:

- www.aimhighersw.ac.uk/wbl.htm – work-based learning guidance
- www.businesslink.gov.uk – local, regional business links
- www.nebpn.org – National Education and Business Partnership Network
- www.vocationallearning.org.uk – Learning and Skills Network
- www.warwick.ac.uk/wie/cei – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

Indicative reading for learners

Textbooks

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Student Book* (Pearson, 2010) ISBN 978-1846906725

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Teaching Resource Pack* (Pearson, 2010) ISBN 978-1846907371

Crisp M – *The Practical Director* (Focal Press, 1993) ISBN 978-0240513416

Gates R – *Production Management for Film and Video, 2nd Edition* (Focal Press, 1995) ISBN 978-0240514154

Kindem G and Musburger R – *Introduction to Media Production: From Analog to Digital, 2nd Edition* (Focal Press, 2001) ISBN 978-0240804088

Millerson G – *Video Production Handbook* (Focal Press, 1992) ISBN 978-0240515977

Roberts-Breslin J – *Making Media: Foundations of Sound and Image Production* (Focal Press, 2003) ISBN 978-0240809076

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Creative thinkers	generating ideas and exploring possibilities for corporate or promotional programmes trying out alternative ways of constructing their corporate or promotional programme following ideas through from original ideas to producing a persuasive proposal adapting their ideas as circumstances change
Self-managers	organising time and resources and prioritising actions when producing their proposal managing a crew developing schedules and contingency plans.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research into corporate and promotional programmes carrying out research to develop ideas for their own corporate or promotional programme
Reflective learners	reviewing and reflecting on target audience and content research and acting on the outcomes to modify and improve their work setting goals with success criteria for their corporate and promotional work inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform future progress
Team workers	collaborating with others to produce presentations and reports, if working in a group collaborating with others when working in or managing a team if working in a group to produce a presentation, taking responsibility for their own role managing discussions to reach agreements and achieve results.

● Functional Skills – Level 2

Skill	When learners are ...
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	undertaking team meetings
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	investigating corporate and promotional production techniques
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	preparing illustrated reports preparing presentations.