

Unit 30: Advertisement Production for Television

Unit code:	M/600/6602
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to enable learners to apply production skills to create an advert for television. Learners will examine existing television advertisements to investigate how persuasive messages can be constructed. They will then plan and produce an advertisement for television, and evaluate the effectiveness of their finished product.

● Unit introduction

Advertising is all around us and is integral to everyday life. It is one of the largest sectors of the media industry, adverts being presented in a wide range of media such as television, film, radio, magazines, posters, billboards, the press, and the internet. Of all of these, television advertising probably has the highest profile, some television advertisements being so effective and memorable that they become classics and part of the cultural background for a whole generation of viewers. Television is used to market almost every product one can imagine from everyday consumables, like washing powder, to extravagant sports cars, whilst some advertisements promote a service such as insurance, banking or vehicle breakdown cover.

Television advertising has become more and more sophisticated, utilising the very latest digital production techniques. Content and style can be simple or complex, using traditional narrative structures or less obvious surrealist imagery, and messages can be overt or understated. There seems to be no single approach which can be said to be more effective than another.

This unit starts by considering how advertisements are structured, how they try to work and how persuasive messages can be constructed. Understanding these things will create a firm basis on which to plan the production of advertisements for television, as well as enabling learners to become more discerning consumers.

Through research and analysis, learners will examine advertising production and explore the relationship between audience, medium and message. Advertisers invariably aim at a highly specified target audience which, it is hoped, will associate with a particular brand and so choose to buy it. An understanding of how those audiences are thought about and how they are found is therefore essential.

Learners will develop practical production skills and learn how to plan, produce and monitor production through to a completed advert for television. The unit therefore offers an opportunity for learners to engage in activities which are integral to other forms of media production and hence gain skills and knowledge which are highly transferable. Finally, they will evaluate the effectiveness of the finished product.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about the structures and techniques of television advertisements
- 2 Be able to originate and develop an idea for a television advertisement
- 3 Be able to produce a television advertisement
- 4 Be able to reflect upon own television advertisement production work.

Unit content

1 Know about the structures and techniques of television advertisements

Structures: form, eg realist narrative, anti-realist narrative, animation, documentary, talking heads, stand alone, series; style, eg humorous, surreal, dramatic, parodic; codes and conventions (camera angle, shot, iconography, editing, lighting, sound, music); computer graphics; special effects (SFX)

Techniques: hidden and overt messages; emotional responses or association, eg solution to a problem, fear, concern, compassion, self-perception, social position; celebrity endorsement

Characteristics of products or services: benefits offered; advantages over other similar products; unique selling proposition (USP); lifestyle appeal; brand identity

Regulation: Advertising Standards Authority (ASA); Ofcom

Audience information: audience measurement panels; ratings; face-to-face interviews; focus groups; questionnaires; programme profiles; Broadcasters' Audience Research Board (BARB); television research agencies

Sources of information: rates cards; advertisers' information packs; research agency websites

Audience classification: Standard Occupational Classification; psychographics; geodemographics; by age; by gender

2 Be able to originate and develop an idea for a television advertisement

Research for production: brief; client; budget; deadline; technical resources; technical constraints; identification of target audience, eg quantitative, qualitative, focus groups; conditions of reception; market research data; legal and ethical issues, eg codes of practice, regulatory framework

Ideas: ideas generation eg mind-mapping, group discussion, past and current practice; recording ideas, eg notes, sketches; initial plans and proposals; identification of message; content; style; relevance to audience

3 Be able to produce a television advertisement

Pre-production: synopsis; script; storyboards; production schedule; location plans; shooting script; risk assessment; crew; actors

Production: technology, eg cameras, tapes, tripods, microphones, lights; shooting; lighting; sound recording; health and safety

Post-production: technology, eg edit suites, mixing desks; tape logging; edit decision lists; editing; audio mixing

4 Be able to reflect upon own television advertisement production work

Sources of information: self-evaluation; documentation, eg notes, sketches, story boards, thumbnails, mood boards, trial layouts, production logs; comments from others, eg audience, peers, tutors, client

Finished product: fitness for purpose; clarity of communication; appropriateness to audience; compared with original intentions; effectiveness of techniques; effectiveness of content; impact of work; technical qualities; aesthetic qualities

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 structures and techniques of television advertisements with some appropriate use of subject terminology [IE]	M1 explain structures and techniques of television advertisements with reference to detailed illustrative examples and with generally correct use of subject terminology	D1 comprehensively explain structures and techniques of television advertisements with elucidated examples and consistently using subject terminology correctly
P2 originate and develop an idea for a television advertisement working within appropriate conventions and with some assistance [CT, IE]	M2 originate and develop an idea for a television advertisement showing some imagination and with only occasional assistance	D2 originate and develop an idea for a television advertisement showing creativity and flair and working independently to professional expectations
P3 produce a television advertisement working within appropriate conventions and with some assistance [TW, SM]	M3 produce a television advertisement to a good technical standard showing some imagination and with only occasional assistance	D3 produce a television advertisement to a technical quality that reflects near-professional standards, showing creativity and flair and working independently to professional expectations
P4 comment on own television advertisement production work with some appropriate use of subject terminology. [RL]	M4 explain own television advertisement production work with reference to detailed illustrative examples and generally correct use of subject terminology.	D4 critically evaluate own television advertisement production work in the context of professional practice, with elucidated examples and consistently using subject terminology correctly.

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 CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit builds on other production and pre-production units and, therefore, the practical element can be based on pre-existing technical skills (knowledge of techniques and technology). In order to express their intentions successfully, learners' will need to be able to use technology effectively.

Whilst it is conventional for learners to work within a small production group to produce an advert, an important consideration for this unit is that each learner must be encouraged to generate their own work where possible. This will enable them to demonstrate a personal understanding and engagement in the production process, even if they have worked together as a small production team.

The unit also provides an opportunity to develop further understanding of the ways in which media messages are constructed to meet the needs of a particular client and with a particular audience in mind and offers further opportunities to investigate the wider context within which the media industry operates. Tutors will need to ensure that learners have an understanding of how these processes, economic factors and regulatory structures impinge on the production of a television advertisement. Once the background knowledge and understanding have been established, the unit can be taught largely in the context of practical production.

The first stage of the unit can be taught through a series of formal sessions where learners are encouraged to examine a range of individual television advertisements. Initially it would be beneficial for the group to discuss with each other, within the class, what they can recall about television adverts that may have had an impact on them, and to start to unravel why certain adverts are more memorable and effective than others. This learning can be reinforced with self-directed studies to investigate television advertising through libraries and the internet but a good range of practical examples should be available to view within the sessions.

Attitudes to advertising can be discussed, with tutors exploring individual learner and group perceptions and susceptibility to adverts, using the class as a focus group. It would be helpful at this stage if the tutor referred to up-to-date information on the effects of television advertising on sales.

Regulatory control has undoubtedly helped shape the style and content of advertisements with codes of practice and regulatory bodies defining issues to consider during the planning and review stages of production. A number of case studies could be reviewed to generate debate, looking at issues such as the way in which children are targeted or the use of stereotyping. It is also interesting to note the differences between UK adverts and those from other countries, or the way in which adverts for a particular product have changed over a period of time.

Learners should be encouraged to select peers, friends and family to take part in research into previous television adverts and audience perceptions, finding out about developments in content, style and technology. It is important for learners to understand that these investigations, whilst forming an important part of the evidence of understanding for this unit, will also help them to be able to contribute more effectively to their own advert.

Initial ideas creation can be a collaborative process and it is recommended that, where possible, a simulated client brief be used to clearly set out the requirements of the practical task. However, individual learners should always keep a file of their own production work and not be prevented from producing several initial proposals together with the associated research material. In this way all learners will be helped to understand the constraints applicable, experiencing the stages of production and working within regulatory controls. It would be advantageous when working to a brief for learners to be able to present their proposals to a notional client and respond appropriately to feedback.

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: <ul style="list-style-type: none">• the role of television advertising and its products• television advertisements – existing television advertisements designed to address the audience and meet client needs.
Recap from previous specialist units: <ul style="list-style-type: none">• the role of research within advertising production for television• the role of pre-production and risk assessment• pre-production types and applications.
Talk by a company marketing executive on the purpose and impact of television advertisements.
Talk by a production manager for a recent television advertisement on: <ul style="list-style-type: none">• generating ideas for advertisements• legal and ethical considerations.
Exercise: <ul style="list-style-type: none">• learners work in pairs• each pair is given 15 minutes to generate an idea for advertising a different product• the products are swapped around and pairs have another 15 minutes to generate ideas for that product• products are moved around until each pair has come up with an idea for each product• pairs then present their ideas to the rest of the group.
Assignment 1 – What's It For? Individual or group presentations which describe the purpose and impact of advertising production for television (with examples).
Assignment 2 – Any Ideas? Working in small creative teams learners: <ul style="list-style-type: none">• generate ideas by<ul style="list-style-type: none">◇ mind-mapping around exploration of themes◇ researching issues and needs◇ investigating legal and ethical considerations• develop final ideas into proposal• present final proposals to potential client group.

Topics and suggested assignments and activities

Assignment 3 – Get It Made

Complete planning and pre-production work covering:

- budget
- time
- personnel
- facilities
- locations
- clearances
- copyright (intellectual property)
- health and safety
- codes of practice and regulation.

Apply production techniques to create the product:

- gathering content and recording material
- editing, manipulating or arranging content
- post-production – finishing touches.

Feedback:

- present interim production work to client group – gain formative feedback
- respond to feedback – make adjustments.

Assignment 4 – Did It Work?

Learners will present final production work to client and audience focus group to gain summative feedback, and then write report evaluating own production project work.

Unit learning and assessment review.

Assessment

Evidence for assessment

Case study work, background research and a final production will form the basis of evidence for this unit. If group work is planned it is vital that each learner develops a personal portfolio of evidence.

Achievement of learning outcome 1 could be evidenced through a written report or recorded presentation. A textual analysis linked to the declared purpose of a range of selected adverts could investigate production techniques, concepts and regulatory control. A written contextual analysis of current and past advertisements would provide evidence that learners have understood the background and context for production. Market research and audience sampling methods could be included in this section.

Tutors may wish to consider other forms of evidence where appropriate. Examples might be PowerPoint or animated presentations, audio recordings and video recorded presentations. Where appropriate, evidence can be supported by tutor observation checklists and witness statements though this form of evidence should not be overused.

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.

Evidence for achievement of learning outcome 2 will typically consist of a planning and research file which contains initial ideas and demonstrates the development of one of those ideas into a treatment. The treatment will form the basis of the final product.

Achievement of learning outcome 3 will be evidenced through the final product. Where learners are working in groups, the individual contribution of each learner needs to be clearly shown and supported by the learner's log (as well as any reflective accounts within evidence presented for learning outcome 4) along with tutor and peer observations. Where individual learners in a group disagree with decisions made by the rest of the group they can elucidate their own ideas and creative proposals within their production documentation.

Evidence for achievement of learning outcome 4 could be a formal written evaluation, or a presentation with illustrative extracts.

Application of grading criteria

When applying the grading criteria tutors should follow the advice given below. Please note that the examples of evidence given here are indicative only. This advice is not inclusive and the examples need not 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 refer to a range of different types of television advertisements in terms of the ways in which they are constructed and the techniques of persuasion they employ. The range may be limited or may not necessarily have expanded from any 'given' material. Learners may not have fully explored the relationship with how products are specifically targeted towards target markets or how audiences can react to different advertisements in different ways. Learners will outline audiences for advertisements simply but accurately using the appropriate categorisation systems, and will describe, or demonstrate through application, the means available for gathering information about audiences. Learners will give descriptive responses which are relevant, accurate and substantial, though not necessarily absolutely complete, and reference to the examples studied will be generalised, referring to whole advertisements rather than specific elements of those advertisements.

P2: learners will consider a limited range of ideas for the production of television advertisements which may appear to have been reached arbitrarily. They will provide limited supporting material.

P3: the technical quality of the finished advertisement will be acceptable and the advertisement will have shape and some sense of design. The activity that led to it will have been purposeful, with the deliberate application of chosen 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 style of advertisement or the nature of the product being advertised. 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.

P4: learners will consider their own work in such a way that they move beyond merely describing it. They will make evaluative comments about what they have done but these comments will be assertions that are not supported by evidence or exemplification. They will typically identify some technical flaws and make some reference to feedback from tutors, peers and client (if there is one), but will not fully appreciate the reasons why the techniques are not effective. Conclusions are likely to be simplistic.

P1 and P4: 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.

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 talk about the structures of television advertisements in such a way as to show why they are constructed the way they are, and about persuasive techniques in such a way as to show how and why they are used. They will explain clearly how to find out about audiences (or be able to apply this to good effect) and how the categorisation systems are used in audience profiling. Relevant examples that draw upon elements of the advertisements studied will be given to support what is said, but the learner will not elucidate these examples to show how they illustrate the points they support. Learners will cite examples other than those considered in class.

M2: learners will consider a range of effective ideas that are supported with carefully produced documentation such as mind maps, initial scripts, location recces, and notes on constraints on production. Work will be approached methodically and with adequate preparation. Ideas will be worked out and presented neatly.

M3: learners will show facility and some confidence in relation to skills and the handling of equipment. Processes will be undertaken with care and, generally speaking, thought will be put into the work.

M2 and M3: learners will still be working within recognisable generic conventions, but there will be some imaginative thought behind the work. Learners 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 and, like the pass grade learner, they will benefit from it.

M4: learners will explain what they have tried to accomplish and how they have worked to try to achieve what they have set out to do. They will explain decisions made and will exemplify these explanations through relevant and detailed reference to their own work, though the examples they give will not be further elucidated. Evaluative work will clearly explain strengths and weaknesses of technical aspects and refer in detail to relevant feedback from tutors, peers and client (if there is one).

M1 and M4: learners will use technical vocabulary for the most part correctly, but may make mistakes or be unsure about usages at times.

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: learners will discuss the structures and persuasive techniques of a varied selection of advertisements in such a way that they develop their ideas critically (that is, compare, assess and discriminate). Points made will be justified with supporting arguments and learners will draw out of an example precisely what it is about it that exemplifies the point it illustrates. Exemplification will be drawn from precise details of the advertisements referred to and these examples will be details from the advertisements studied, not merely generalised reference to whole advertisements. When discussing the categorisation of audiences and the resources available to develop audience profiles, fuller and more extensive explanation and argument to support points made, will discriminate between this grade and the merit.

D2: learners will explore independently a wide range of effective and well-thought through original ideas and designs for production. Documentation will be of a high technical standard and will closely reflect industry conventions for presentation.

D3: technical and production skills will be approaching a professional standard and will bear comparison with it.

D2 and D3: codes and conventions will be deployed with creativity and flair, and technical skills will be used with ingenuity and occasionally surprising results. In all practical activity learners will be capable of working autonomously and effectively. They will be able to work on their own initiative, will not need constant support or supervision, will give the work their full commitment, work positively and cooperatively with others, and meet deadlines. In other words, they will 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.

D4: evaluative work will fully explore the implications of feedback from tutors, peers and client (if there is one) and demonstrate a sophisticated understanding of the devices and techniques employed. Learners will make an accurate and critically objective assessment of their own achievement with detailed reference to elucidated examples taken from that work. They will make critical comparisons of their own work with current or past practice in a relevant area (that is, the same genre or format as they have worked in).

D1 and D4: technical vocabulary will be secure and used correctly and confidently at all times.

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 – What's It For?	As members of a creative team learners investigate the impact of advertising for the type of product they will be advertising.	<ul style="list-style-type: none"> • PowerPoint slides, handouts and notes for presentation. • Recording of presentation. • Tutor observation notes.
P2, M2, D2	Assignment 2 – Any Ideas?	Learners develop and produce a television advertisement working to a brief from a client.	<ul style="list-style-type: none"> • All ideas notes, sketches and drafts. • Research plan. • Research results. • Proposal. • Notes from presentation of proposal. • Tutor observation notes.
P3, M3, D3	Assignment 3 – Get It Made	As above.	<ul style="list-style-type: none"> • All pre-production, production and post-production documentation. • Completed product. • Production log. • Tutor observation notes.

Criteria covered	Assignment title	Scenario	Assessment method
P4, M4, D4	Assignment 4 – Did It Work?	As above.	<ul style="list-style-type: none"> Notes from final presentation. Tutor observation notes. Learner report.

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
Advertising Production	Commercial Production for Radio
Video Production	Film and Video Editing Techniques
Writing for the Creative Media	Writing for Television and Video

There are opportunities to relate the work done for this unit to Skillset National Occupational Standards in Camera, Directors, Editing, 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
- C27 Elevate and track the video camera
- C28 Position and move the camera to frame and compose the image

Directors

- D1 Investigate the viability of ideas for productions
- D4 Input into pre-production planning
- D5 Select a creative and technical team
- D6 Review the suitability of potential locations and studios
- D7 Direct the production
- D10 Supervise the post-production process

Editing

- E1 Identify and agree editing outcomes and process
- E5 Capture pictures and sound for nonlinear editing
- E11 Edit materials using non-linear equipment
- E23 Realise complex effects

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 appropriate audio-visual recording and editing production and post-production equipment. All resources must be up to date, and of near-industrial standard and capability. Learners will need facilities that will enable them to conduct appropriate pre-production investigation tasks.

A range of examples of advertisements made for television should be used for class reviews, helping to create an understanding of what constitutes effective advertisements and those which are less successful in their ambitions.

Employer engagement and vocational contexts

Centres should develop links with local advertising agencies. Learners will benefit greatly from contact with industry practitioners who have had recent experience in media production. A visiting speaker such as a producer or production manager for a recent advertisement would be helpful, as would an opportunity to study pre-production documentation from an existing production. A guide to the structure of the advertising industry can be found at www.adbrands.net/agencies_index_basics.htm.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions, as well as giving an overview of the knowledge, understanding and skills required: 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

Ashby P and Keating E – *Television Killed Advertising* (Oktober Books Ltd, 2009) ISBN 978-0955772832

Bignell J – *Media Semiotics* (Manchester University Press, 2002) ISBN 978-0719062056

Branston G and Stafford R – *The Media Students Book* (Routledge, 2006) ISBN 978-0415371438

Brierley S – *The Advertising Handbook* (Routledge, 2001) ISBN 978-0415243926

Butterfield L – *Excellence in Advertising* (Butterworth-Heinemann, 1999) ISBN 978-0750644792

Dibb S – *Marketing Briefs: A Revision and Study Guide* (Butterworth-Heinemann, 2004) ISBN 978-0750662000

Hardy P – *Filming on a Microbudget* (Pocket Essentials, 2008) ISBN 978-1842433010

Hart J – *Storyboarding for Film, TV and Animation* (Focal Press, 1999) ISBN 978-0240803296

Holland P – *The Television Handbook* (Routledge, 2000) ISBN 978-0415212823

Jones C and Jolliffe G – *The Guerrilla Film Makers Handbook* (Continuum International Publishing Group, 2006) ISBN 978-0826479884

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

Klein N – *No Logo* (Flamingo, 2001) ISBN 978-0006530404

Krisztian G and Schlempp U N – *Visualizing Ideas: From Scribbles to Storyboards* (Thames & Hudson Ltd, 2006) ISBN 978-0500286128

Millerson C and Owens J – *Production Handbook* (Focal Press, 2008) ISBN 978-0240520803

Musburger R – *Single-Camera Video Production* (Focal Press, 2005) ISBN 978-0240807065

Pricken M – *Creative Advertising: Ideas and Techniques from the World's Best Campaigns* (Thames & Hudson, 2008) ISBN 978-0500287330

Robinson M – *The Sunday Times 100 Greatest TV Ads* (Times Educational Services, 2000) ISBN 978-0007111237

Samuel L – *Brought to You by: Post-War Television Advertising and the American Dream* (University of Texas Press, 2002) ISBN 978-0292777637

Thurlow C – *Making Short Films* (Berg Publishers, 2008) ISBN 978-1845208042

Tumminello W – *Exploring Storyboarding* (Delmar, 2004) ISBN 978-1401827151

Watson J – *Media Communication: An Introduction to Theory and Process* (Palgrave Macmillan, 2008) ISBN 978-0230535497

White R – *Advertising: What It Is and How to Do It* (McGraw-Hill Higher Education, 1999) ISBN 978-0077094584

Wilmhurst J and Mackay A – *Fundamentals of Advertising, 2nd Edition* (Butterworth-Heinemann, 1999) ISBN 978-0750615624

Websites

www.adbrands.net – information on leading agencies and advertisers in the world's major advertising markets (with examples of their work)

www.artsandlibraries.org.uk – Arts and Libraries

www.artscouncil.org.uk – Arts Council of England

www.asa.org.uk – the Advertising Standards Authority regulates the content of advertisements, sales promotions and direct marketing in the UK

www.barb.co.uk – the Broadcasters' Audience Research Board is the organisation responsible for providing the official measurement of UK television audiences.

www.bbc.co.uk – provides access to related resources via its own sub-directory

www.bbctraining.com – guides to radio, television, audio and video recording, web design, post production and journalism etc

www.bectu.co.uk – the trade union for those working in broadcasting, film, theatre, entertainment, leisure, interactive media and allied areas

www.creativereview.co.uk – online magazine for visual communication

www.englishandmedia.co.uk – English and Media Centre website, containing resources and publications

www.hsegov.uk – the Health and Safety Executive

www.medialearners.com – information about media industries, production

www.mediastudents.com – information about media industries, production, qualifications, and an extensive database of links to other relevant sites

www.sharedteaching.com – free website for tutors and learners

www.theory.org.uk/student-tips.htm – website offering a set of original online resources and relative links

www.thinkbox.tv – the marketing body for the UK commercial television industry

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 ...
Independent enquirers	analysing and evaluating information, judging its relevance and value as applied to production work carrying out research to develop ideas for the production of television advertisements planning and carrying out research into television adverts to develop their understanding of technologies and techniques exploring issues, events or problems from different perspectives when producing a proposal which addresses the needs of a client or set brief supporting conclusions, using reasoned arguments and evidence when evaluating strengths and weaknesses of own work
Creative thinkers	generating ideas for a creative and innovative proposal and exploring possibilities for production of television advertisements trying out alternatives in production work and following ideas through, adapting ideas as circumstances change
Reflective learners	reviewing and reflecting on their television advertisement production and acting on the outcomes to modify and improve their work setting goals during pre-production and planning work evaluating experiences and learning through explanation of strengths and weaknesses of own television advertisement production work
Team workers	collaborating with others when working within teams towards common goals during production work adapting behaviour during production of media product, to suit different roles and situations taking responsibility during production work, showing confidence in themselves and their contribution
Self-managers	organising time and resources and prioritising actions when researching and producing television advertisement work, whether working on their own or in a group working towards goals and deadlines set for production work, showing initiative, commitment and perseverance.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	using the internet when researching materials and resources for pre-production handling digital media technology systems to develop, edit or author their television advertisement
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	presenting proposal ideas via PowerPoint presenting reports on research and pre-production techniques planning for the development, editing or authoring of their television advertisement
Manage information storage to enable efficient retrieval	managing assets sourced and created for their television advertisement using digital file management when editing or manipulating product content using spreadsheets within production management
Follow and understand the need for safety and security practices	handling digital media systems to develop, edit or author their television advertisement conducting risk assessments regarding safe use of ICT
Troubleshoot	handling digital media systems to develop, edit or author their television advertisement
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	using the internet when sourcing assets for their television advertisement
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	using the internet when researching asset types and their limitations for use within television advertisements using the internet to research and evaluate materials and resources for pre-production handling digital media systems to develop, edit or author their product
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	building and presenting their project portfolio including: <ul style="list-style-type: none"> • their interpretation of their brief • their generation and development of ideas • presentation of proposal ideas • presentation of production material • progress review of pre-production work • consideration of legal implications • reviewing their own work
Bring together information to suit content and purpose	
Present information in ways that are fit for purpose and audience	

Skill	When learners are ...
Evaluate the selection and use of ICT tools and facilities used to present information	preparing a report to show how information technology was used in the creation of the product
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	researching issues and communicating with audience groups writing proposal and contacting others such as client group gathering feedback on their own production work as part of their self-reflective practice
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	planning schedules and budgets that fall within the resources available and analysing costs for materials and resources
Identify the situation or problem and the mathematical methods needed to tackle it	
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
Draw conclusions and provide mathematical justifications	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	taking part in mind-mapping sessions to generate ideas as a response to the needs of a client or creative brief taking part in meetings and presenting proposals and pre-production information to others presenting the final product to their peer group or client
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reviewing literature and websites to find examples of existing television advertisements researching for production and the techniques and (technologies) conventions of pre-production work
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	creating their project portfolio, ideas, notes, production documentation, writing treatments, scripts, schedules testing reports, and reflective comment etc.