BBC Teach KS3 Digital Competence Framework/CA3 Fframwaith Cymhwysedd Digidol Video Brief

BBC Learning

January 2019
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Summary of brief:

- **Video and image assets for Digital Competence Framework/ KS3 in Welsh and English**
  - 27 short-form videos to be delivered in two languages
  - There is scope for live action, animation, or a combination of both
  - Videos must be linear therefore interactivity is out of scope for this commission
  - We expect 65’30” of video in English (the length of clips will vary between 1’30” and 6’00”) and equivalent versions in Welsh
  - We have grouped the 27 videos into two categories:
    - Live-action explainer videos (12 videos)
    - Classroom videos (15 videos)
  - 2 promo thumbnail images per video
Introduction to BBC Learning

Thank for your interest in this commissioning brief. This commissioning round is being run and managed by BBC Learning. The department is responsible for delivering the BBC’s Royal Charter commitments to commission and produce educational and learning content, to help with both informal and formal learning outcomes, for use throughout the United Kingdom.

One of our aims is to promote and support formal educational goals for children and teenagers (meeting the requirements of the different national curricula), by producing engaging learning content for use in the classroom. Some of our current brands that support formal learning in UK classrooms are:

**BBC Teach**: Supporting schools and teachers by reinventing schools TV and audio for the digital age through Live Lessons, Class Clips and School Radio.

**BBC Bitesize**: Providing children, young people and adults across the UK with personalised curriculum-linked resources to support their education.

**BBC Learning Campaigns**: Large scale, impactful initiatives that aim to tackle a societal or cultural deficit – often in partnership with others.

While there is plenty of content available online, teachers and pupils come to the BBC because it is a trusted brand and recognised provider of quality learning resources. The content we are seeking to commission will be available to teachers through our BBC Teach brand; a dedicated teaching resource site at [www.bbc.com/teach](http://www.bbc.com/teach)
BBC Teach

BBC Teach (www.bbc.com/teach) is home to all of the BBC’s teacher-facing content: Class Clips, Live Lessons and year-round school projects like Terrific Scientific and Ten Pieces.

As part of the new of BBC Teach, we’re bringing together thousands of educational short films on one site. BBC Teach is working closely with teacher groups to identify gaps in our short-form provision and to commission the right content to fill them.

Examples of existing content on BBC Teach include:

History KS3 / GCSE: Medicine Through Time

https://www.bbc.com/teach/class-clips-video/medicine-through-time/zdcy8xs

Computer Science KS3 & 4 / GCSE: Problem solved

https://www.bbc.com/teach/class-clips-video/computer-science-ks3-ks4-gcse-problem-solved/zjv96v4

PSHE KS2 / KS3: When I Worry About Things

https://www.bbc.com/teach/class-clips-video/pshe-ks2–ks3-when-i-worry-about-things/z7jyd6f

Computer Science KS3: How to think like a computer

**Videos**

We will be commissioning the following content:

- 10 x 1’30” and 2 x 2’30” films for teachers who teach pupils aged 11-14, explaining the content of the 12 elements that make up the four strands of the Digital Competence Framework.
- 9 x 2.5 minute pupil-appropriate films explaining the Interacting and collaborating strand for Key Stage 3 in greater detail.
- 2 x 6 minute, 1 x 5 minute and 3 x 3.5 minute pupil-appropriate films explaining the Data and computational thinking strand for Key Stage 3 in greater detail.
- A detailed written teacher guide to accompany each film, which will be published on the BBC Teach website alongside the films.

The following should be kept in mind:

- this content is for use by teachers in all areas of the curriculum, so it must explain concepts clearly – aspects such as computational thinking will be unfamiliar to many teachers
- we expect examples of work shown to be taken from across the curriculum
- the content must demonstrate an understanding of the full breadth of each strand
- the videos should explain concepts not mechanics, eg the concept of cloud computing, not how to save work to the cloud
- care needs to be taken with named software/apps – schools use different packages and these will change over time

Films should be sensitive to a diverse audience and in a style appropriate to the content, complement existing BBC Teach film resources, presented and voiced by a presenter who engages the target audience.

The content of the films must be educationally robust, with all resources devised and delivered in consultation with an educational consultant.

An inclusive approach is vital to audience engagement. All films should be engaging and accessible to the entire audience regardless of sexuality, gender, ethnicity, disability, culture, ability or gender identification.

Teachers will use this content either as a whole or in parts to deliver their lessons to their pupils. However, we know that some pupils will view this content themselves as a resource for homework and/or to improve their understanding of the subject matter.
Budget

The maximum budget for the commission is £139,450.

Education consultants

You will need to contract and work with three education specialists/consultants who will be involved throughout the process, starting with the development block. This is to ensure all learning objectives are covered and content is accurate and relevant to our audience. All content must be passed through an education consultant (i.e., video concepts, initial scripts, final scripts, animatics/rough cuts, fine cuts/final versions), and this must occur before the BBC sees the content, as all deliverables must be teacher-accepted.

The education consultants should be the Digital Competence Leaders in their schools. Due to the cross-curricular nature of the Digital Competence Framework, the three educational consultants must have different curriculum backgrounds.

The education consultants must also be able to advise on the Welsh language versions from the outset in order to ensure that terminology is current and coherent.

When we sign off all the scripts, we are aware that things might change during the production process. We are happy to be flexible about this, as long as all changes are passed through the education consultants, and are changed in the transcripts etc., so the post-production paperwork is up to date.
The Digital Competence Framework:

The Digital Competence Framework (DCF) is the first element of the new curriculum for Wales to be made available. It is designed to develop pupils’ digital skills which can be applied to subjects across the curriculum. This means that many teachers are dealing with concepts and ways of working that are new to them. Our research, which involved holding a focus group as well as talking to individual teachers, shows that levels of teacher confidence and experience vary greatly.

The following information has been taken from the Welsh Government learning website.

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today’s society. Digital competence should not be confused with information and communication technology (ICT). Digital competence is one of three cross-curricular responsibilities, alongside literacy and numeracy; it focuses on developing digital skills which can be applied to a wide range of subjects and scenarios that are transferrable to the world of work.

The DCF has 4 strands of equal importance, each with a number of elements.

### Citizenship
- Identity, image and reputation
- Health and well-being
- Digital rights, licensing and ownership
- Online behaviour and cyberbullying.

Through these elements learners will engage with what it means to be a conscientious digital citizen who contributes positively to the digital world around them and who critically evaluates their place within this digital world. They will be prepared for and ready to encounter the positive and negative aspects of being a digital citizen and will develop strategies and tools to aid them as they become independent consumers and producers.

### Interacting and collaborating
- Communication
- Collaboration
- Storing and sharing

Through these elements learners will look at methods of electronic communication and know which are the most effective. Learners will also store data and use collaboration techniques successfully.

### Producing
- Planning, sourcing and searching
- Creating
- Evaluating and improving
These elements cover the cyclical process of planning (including searching for and sourcing information), creating, evaluating and refining digital content. Although this process may apply to other areas of the framework, it is of particular importance when creating and producing digital content. It is also essential to recognise however that producing digital content can be a very creative process and this creativity is not intended to be inhibited.

Digital content includes the production of text, graphics, audio, video and any combination of these for a variety of purposes. As such, this will cover multiple activities across a range of different contexts.

**Data and computational thinking**

- Problem solving and modelling
- Data and information literacy

Computational thinking is a combination of scientific enquiry, problem solving and thinking skills. Before learners can use computers to solve problems they must first understand the problem and the methods of solving them.

Through these elements learners will understand the importance of data and information literacy; they will explore aspects of collection, representation and analysis. Learners will look at how data and information links into our digital world and will provide them with essential skills for the modern, dynamic workplace.
Development block

We ask the company awarded the contract to schedule a development block of around four weeks once they have been awarded the commission. They will work with the BBC to develop the editorial spec for the videos and work on treatments, concepts and scripts in order to decide on a suitable style. It may be beneficial to pilot videos during this phase in order to achieve this. This will entail some user testing.

The company will also be expected to familiarise themselves with the Digital Competence Framework in great detail.

There will be a mid-development-block meeting with the BBC to discuss progress, review feedback and agree on the way ahead.

At the end of this four week block, an editorial spec for the 27 videos will be agreed on by the BBC and the company.

Concepts, storyboards and scripts

The company awarded the contract will produce initial concepts, storyboards and scripts for each of the 27 videos produced.

The BBC team requires full consultation during the scripting process, including the viewing of drafts to ensure the scripts hit the learning outcomes, and full sign-off on completed scripts. The BBC team will provide the learning points required on which to base the scripts. Before anything else, concepts must be provided and signed off by the BBC prior to commencing scripting work.

General principles for video

- All video content should use the learning outcomes provided by the BBC as their basis for their scripts or storyboards.
- The videos should encourage multiple viewings and sharing.
- Each video should stand alone in its own right as an engaging piece of content but also should feel part of a connected suite.
- Avoid topical references to ensure that the content does not date too quickly.
- The BBC will require final sign-off on any voices and on-screen talent.
- Rights should be secured in perpetuity. Any exceptions to this must be agreed with BBC in advance of inclusion.
- Where used, music should be production/mood music rather than commercial.

Deliverables

- Final videos in electronic format HD (a technical specification will be provided), both compressed and uncompressed. Uncompressed audio provided in multiple channels.
- Any graphics in suitable source graphics file formats.
- XML transcripts for subtitles (template will be provided).
- Post-production paperwork (template will be provided).
- Subtitles in English and Welsh will be required - as per the BBC guidelines - [http://www.bbc.co.uk/guidelines/futuremedia/accessibility/subtitling.shtml](http://www.bbc.co.uk/guidelines/futuremedia/accessibility/subtitling.shtml)
Accompanying teacher guide in Word.doc format (template will be provided)

All content should be cleared for all rights in perpetuity. Any exceptions to this must be agreed with BBC in advance of inclusion. This commission will be based on a framework 2 contract. This link provides further information:

http://www.bbc.co.uk/commissioning/online/articles/how-we-work#framework
Working together

Who’s responsible for what?

You will be responsible for:

- project management and production of deliverables to agreed deadline and budget
- chairing regular production meetings and communicating project plans and status
- quality assurance of content (in cooperation with the specified educational consultant)

We will be responsible for:

- collaboration throughout the production and delivery
- sign-off on the following: storylines/initial concepts, look and feel, scripts, essential cast members, voice-casting, music, sounds effects, rough-cuts and final delivery – within an agreed timeframe

We will be jointly responsible for:

- the development block
- ensuring the learning outcomes are met
- ensuring that content is best-fit for the audience

The BBC Learning team

- Nia M Davies – Executive Producer, Learning
- Anwen Jones – Senior Producer, Learning
- Robin Hughes – Content Producer, Learning

Schedule/project management

- Key milestones such as casting, storyboard sign-off points etc. should be identified on the schedule.
- Final delivery for the project is 28 November 2019
- This production follows an iterative development process so the schedule should allow for at least 2 iterations on drafts of storyboards etc

This project is highly dependent on specific delivery dates that will be defined in the contract. As such we would like you to give particular attention to clause 9 in our standard terms which states the following:

*If you fail or are due to fail to deliver a Deliverable (or any part thereof) due at any stage specified in Schedule 2 for any reason not directly and solely attributable to the BBC, the BBC shall (without prejudice to any other rights or remedies available to the BBC under this Agreement or at law) be entitled to terminate this Agreement*

Should this situation arise and the BBC is forced to terminate, the BBC would only be liable to you for anything delivered prior to termination. For this reason we would ask that you give timeframes and delivery the highest priority.
Working with the BBC

There will be a minimum of two face-to-face meetings during production (this does not include the mid-development-block meeting). In addition, we require a weekly content report/update (via phone or teleconference). Two of these face-to-face meetings will be with the production team in Cardiff – so your travel expenses should be considered within your budgeting.

- **Meeting #1** – This meeting will take place during the development phase at the beginning of the project. It will be a chance to meet the production team in Cardiff. We will discuss:
  - the development of the editorial spec for the videos
  - treatments, concepts, scripts and pilot videos

- **Meeting #2** – This meeting will take place in order to discuss the following:
  - proposed video content (scripts, storyboards, talent)
  - production schedule/milestones
  - formal input from the education consultant and user testing

- **Meeting #3** – This meeting will assess content produced to date and next steps including:
  - production schedule/milestones
  - formal feedback from the education consultant and user testing
The process

Your proposal

Proposals should be provided as either MS Word documents or PDFs. They should be a maximum of 15 pages long. Please submit proposals to Anwen Jones, Senior Producer, Learning at anwen.jones@bbc.co.uk, Nia M Davies, Executive Producer, Learning at nia.davies2@bbc.co.uk and Robin Hughes, Producer, Learning at robin.hughes1@bbc.co.uk.

Please include the following 2 creative treatments in your proposal:

i. A live action explainer video for Producing – Planning, sourcing and searching (see Appendix A)
ii. A classroom video for Computational thinking - Algorithms (see Appendix A)

If there are any general questions about the project, rather than those specific to your own approach, we will distribute responses to all companies pitching.

- What we’re looking for are creative and engaging solutions to bridging knowledge gaps.
- Learning experience is not a prerequisite, but a thorough understanding of the needs of the audience and a clear approach to addressing those needs, are expected.
- Companies should have experience of delivering engaging educational content, ideally including short-form content.

Resourcing

Please define your project team within your response – including an indication of core staff members and freelance support. Please outline any talent, including – writer, director, subject matter experts/consultants etc. Please allow time in your schedule for BBC reviews.

Budget

The maximum budget for this content is £139,450. Please provide a budget breakdown to show how you intend to cost the project. Payment schedule to be agreed upon award of contract. Typical payment might be:

- 25% on signature
- 15% mid-development block
- 20% on script sign off
- 20% on animatic sign off
- 10% on sign off of all videos
- 10% on full delivery

Proposal deliverable list

- Summary creative solutions and scripts for the two videos listed
- Project overview/storyline
- Company overview
- Resourcing
- Budget
- Technical / production / project management approach
- Schedule

**Pitch**
Shortlisted companies will be invited to a face-to-face pitch at Broadcasting House, Cardiff on 19/02/19.

**Key dates**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Brief published</td>
<td>30 January 2019</td>
</tr>
<tr>
<td>Deadline for proposal submission</td>
<td>22 February 2019 (10am)</td>
</tr>
<tr>
<td>Face-to-face pitch</td>
<td>TBC</td>
</tr>
<tr>
<td>Notification of Contract Award</td>
<td>TBC</td>
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<tr>
<td>Final delivery</td>
<td>28 November 2019</td>
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**Selection**
The BBC will use the following standard criteria to evaluate the pitches submitted:

- quality of the idea proposed – originality / suitability for BBC Teach audience
- ability to meet editorial requirements, including a plan for gathering feedback during production
- pricing / value for money
- ability to ensure diversity
- project management / production plan
- core staff experience
- prior experience of company
- presentation of response

Any queries regarding this commission should be emailed to Anwen Jones (anwen.jones@bbc.co.uk), Nia M Davies (nia.davies2@bbc.co.uk) and Robin Hughes (robin.hughes1@bbc.co.uk).
Appendix A - Video learning outcomes

Explainer videos

<table>
<thead>
<tr>
<th>Citizenship</th>
<th>Identity, image and reputation (1’30’’)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Health and well-being (1’30’’)</td>
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<tr>
<td></td>
<td>Digital rights, licensing and ownership (1’30’’)</td>
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<tr>
<td></td>
<td>Online behaviour and cyberbullying (1’30’’)</td>
</tr>
<tr>
<td>Interacting and collaborating</td>
<td>Communication (1’30’’)</td>
</tr>
<tr>
<td></td>
<td>Collaboration (1’30’’)</td>
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<tr>
<td></td>
<td>Storing and sharing (1’30’’)</td>
</tr>
<tr>
<td>Producing</td>
<td>Planning, sourcing and searching (1’30’’)</td>
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<td></td>
<td>Creating (1’30’’)</td>
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<tr>
<td></td>
<td>Evaluating and improving (1’30’’)</td>
</tr>
<tr>
<td>Data and computational thinking</td>
<td>Problem solving and modelling (2’30’’)</td>
</tr>
<tr>
<td></td>
<td>Data and information literacy (2’30’’)</td>
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</tbody>
</table>

Classroom videos

Data and computational thinking

- Problem solving and modelling

<table>
<thead>
<tr>
<th>Video title</th>
<th>Video length</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| Decomposition | 5 mins | • identify different parts of a process  
• identify patterns and opportunities for re-using code (instructions)  
• predict process outcome after modifying inputs  
• follow given written instructions or flowcharts to determine the function or output of a process  
• decompose complex processes and determine the actions of individual parts |
| Algorithms | 5 mins | • recognise that algorithms are language agnostic  
• modify a given flowchart to change the variables of an algorithm  
• modify a given flowchart to change rules of an algorithm  
• change an algorithm and predict the outcome.  
• detect and correct simple errors in algorithms |
| Logic | 4 mins | • apply logical reasoning to a problem to formulate a solution  
• follow and develop logical solutions |
- Data and information literacy

<table>
<thead>
<tr>
<th>Video title</th>
<th>Video length</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capturing data</td>
<td>3 mins</td>
<td>• create a data capture form, capture data, search data and create a database or spreadsheet with appropriate data input method</td>
</tr>
<tr>
<td>Data analysis</td>
<td>3 mins</td>
<td>• construct frequency tables for sets of data, grouped where appropriate, and perform simple analysis on data sets</td>
</tr>
<tr>
<td>Searching data</td>
<td>3 mins</td>
<td>• search through large data sets and identify trends where appropriate</td>
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**Interacting and collaborating**

- Communication

<table>
<thead>
<tr>
<th>Video title</th>
<th>Video length</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication 1</td>
<td>2.5 mins</td>
<td>• manage and use a growing range of online communication accounts and the features offered within each</td>
</tr>
<tr>
<td>Communication 2</td>
<td>2.5 mins</td>
<td>• select and use different online communication tools for specific purposes with higher levels of competence</td>
</tr>
<tr>
<td>Communication 3</td>
<td>2.5 mins</td>
<td>• select and use different online communication tools for specific purposes with higher levels of competence</td>
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</table>
# Collaboration

<table>
<thead>
<tr>
<th>Video title</th>
<th>Video length</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration 1</td>
<td>2.5 mins</td>
<td>• take account of chronological changes made to a file and choose appropriate restore points if needed</td>
</tr>
<tr>
<td>Collaboration 2</td>
<td>2.5 mins</td>
<td>• independently select and use online collaboration tools to create a project with others</td>
</tr>
<tr>
<td>Collaboration 3</td>
<td>2.5 mins</td>
<td>• independently select and use a range of online collaboration tools to create a project with others</td>
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# Storing and sharing

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<thead>
<tr>
<th>Video title</th>
<th>Video length</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| Storing and sharing 1 | 2.5 mins   | • track the changes of a document/view the revision history and restore a previous version where appropriate  
• take account of file size and type, and understand that storage drives may have a limited storage space |
| Storing and sharing 2 | 2.5 mins   | • use appropriate advanced file-management techniques                               |
| Storing and sharing 3 | 2.5 mins   | • be aware of simple encryption and the purpose of encryption                  
• use relevant hyperlinks and account for the appropriate file management technique |
APPENDIX B - Delivery specifications

BITESIZE CONTENT DELIVERY

You shall deliver all video content in accordance with the following:

Online Rights should be secured in perpetuity. Any exceptions to this must be agreed with the BBC in advance of inclusion.

To deliver three formats of each video (one web version and two high bitrate versions)

Web version

- Container format: .mp4
  - Video
    - Codec: H.264
    - Frame size: HD: 1920 x 1080
    - Frame Rate: 25 (progressive scan)
    - Bit rate/ Quality: 12mbps
  - Audio
    - Codec: AAC
    - Channels: Stereo
    - Bit rate: 320 kbps
    - Sample rate: 48 KHz
    - Sample depth: 16 bit
    - Audio levels should be consistent with BBC Teach output. Music should not be set to a level that might distract from the spoken word.

Hi-bitrate version for archiving:

- Two versions, delivered on a hard drive. One containing any onscreen text and one where text has been removed, but any text containers remain.
- Container format: .mov
  - Video
    - Codec: DNX HD or ProRes 422
    - Frame size: HD 1920 x 1080
    - Frames Rate: 25 (progressive scan)
    - Bit rate: Same as Source or 145Mbps ProRes
  - Audio
    - Codec: Uncompressed (PCM)
    - Channels: Four stereo channels separated into:
      - Dialogue with atmosphere or natural sound
Voiceover
- Sample rate: 48 KHz
- Sample depth: 16 bit

Artwork
Layered artwork in AI or PSD format, animation project files with fonts and licenses used for onscreen text. Please ensure that the layers are named intuitively.

Video images
*Please ensure that all stills have been cleared for use online in perpetuity.*

To deliver two x high quality screenshots per video (HD Quality – 1920x1080 or higher – 16:9 ratio) as JPEGS

Applicable Guidelines:
The Deliverables and Services must comply with the following Applicable Guidelines in addition to the standards and guidelines referred to in the Standard Terms:
BBC’s security and best practice requirements (http://www.bbc.co.uk/developer/theplatform.html)
Accessibility guidelines (http://www.bbc.co.uk/guidelines/futuremedia/accessibility/).

Teacher notes
- To deliver written teacher and curriculum notes to accompany each video in English and Welsh. They will be published on the BBC Teach website with the videos. Template will be provided by the BBC.

Music
- No commercial music should be used in the videos unless there is an editorial reason to do so and this needs to be agreed with BBC Learning prior to inclusion.

Subtitles
- To deliver an XML for subtitles for each video (Welsh SDH)
- Using a form of XML called TTML EBU-TT-D (Time Text Markup Languages)
- Section 26 - http://bbc.github.io/subtitle-guidelines/
- For file format please refer to this link http://bbc.github.io/subtitle-guidelines/ from section 23
- A basic style guide and example can be supplied on request
Documentation
The following Post Production Documentation must be completed on the following templates and returned as complete:

- Post production paperwork (WebasC) - all videos can go on one WebasC as long as clearly indicated what information belongs to which video
- Post production transcript – timecoded
- Online compliance form.