



Chief Coordinator's Report

Creative iMedia Levels 1, 2, 3

October 2012

REPORT FOR PUBLICATION

1. The qualifications and standards

The standards have been maintained over the last year. In general, most of the comments from 2011 still apply but are summarised in this annual report. A separate section has been provided in this year's report on key changes.

Note: Training courses in the new Creative iMedia qualification are provided by OCR. It is highly recommended that centres new to delivery consider attending one of these events to obtain information on the recent changes and the evidence requirements.

Structure and content

Key features of the QCF qualification:

Every unit and qualification in the framework has a credit value. One credit represents 10 hours, showing how much time it takes to complete together with a level between Entry level and level 8, showing how difficult it is. There are a minimum number of credits required for each of the Award, Certificate and Diploma, which are detailed in the centre handbook.

In order to pass any unit, evidence must be provided for all the assessment criteria. The overall submission should also be consistent with the Level (ie Level 1, 2 or 3) and a 'best fit' philosophy applies in this context.

Claims for Creative iMedia are made electronically via Interchange. This replaces the older paper based system using the NQF4 and NQF5. Centres must *not* use the paper based system to make a claim for Creative iMedia.

Work submitted for moderation is uploaded to the MAPS e-portfolio and an associated claim entered on Interchange. Note that this is a two stage process when making claims.

It should be noted that the qualification at all levels also has a two stage structure and it is not based on coursework. The first stage is for the centre to teach the required knowledge, skills and understanding of the unit. This covers the use of equipment, software and how to plan, create, test and review suitable work. The second stage is where candidates demonstrate their knowledge, understanding and skills through their independent completion of a final assignment under supervised conditions. There is some concern that this structure is not always followed in the candidate submissions.

In order to be successful, the evidence produced by candidates must meet all aspects of the assessment criteria. Guidance on how this can be achieved is found in the knowledge, understanding and skills section of the relevant unit in the centre handbook.

Creative iMedia at all levels follows the same structure and layout but with increasing levels of rigour and demand as shown below:

Learning Outcome 1: Explore and investigate

- At Level 1 candidates prepare a report or presentation for their investigations and also complete a rating form
- At Level 2 candidates are expected to create a detailed report or presentation of their investigations and findings
- At Level 3 candidates are expected to create a detailed report of their finding to include comparisons across sectors and products as required

Learning Outcome 2: Plan to create for a client

- At Level 1 candidates are expected to create an ordered list of activities, visualisations and assets to a client brief
- At Level 2 candidates are expected to create visualisations and a workplan for activities, they should also identify legal and copyright implications
- At Level 3 candidates are expected to identify client and target audience, suggest a range of 3 solutions and review with the client, progress one solution through to full visualisation and project planning

Learning Outcome 3: Create and test the product as planned

- At Level 1 candidates are expected to source assets as required, identify software, create the product, check the product works, save files
- At Level 2 candidates are expected to create and/or source assets, develop and edit the product, create and apply a test plan, improve and organise/save files
- At Level 3 candidates are expected to create and/or source assets, develop and edit the product, enhance the product, create and apply a detailed test plan, improve and organise/save files

Learning Outcome 4: Review/Evaluate the product

- At Level 1 candidates are expected to compare their product to the brief, identify strengths and weaknesses, obtain feedback and suggest improvements
- At Level 2 candidates will be expected to critically review their product with the client, record feedback, identify parameters and constraints, fitness for purpose and product quality
- At Level 3 candidates will be expected to identify parameters and constraints, critically evaluate the product, fitness for purpose, evaluate with the client, identify improvements from feedback, review technical and aesthetic properties

UCAS Points at Level 3

In March 2009, UCAS points were awarded for the previous iMedia qualification at Level 3. These points have been transferred across to the Creative iMedia qualification on an interim basis until such time as a full review is completed. The points value equates to a GCE A Level at grade C, appropriately scaled for the guided learning hours.

Certificate = 40 points (180 GLH)
 Diploma = 66 points (300GLH)

Key changes

MAPS Version 3

MAPS version 2 has been used successfully for the last three years and the next generation of MAPS software is now being rolled out. This features an updated user interface that incorporates some of the functionality and style of social networking sites. Early testing of MAPS 3 has shown a much improved screen layout, easier uploading of work and a new annotation feature to identify evidence using the "Red pen" feature.

Wolf Report

The impact of this was actively considered for the Creative iMedia qualification. In particular, the incorporation of external assessment and graded achievement has now been included in a new qualification that is based on selected units of Creative iMedia. Further information may be obtained from the OCR website on the new Cambridge National in Creative iMedia. <http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>

Accreditation Timescales

The original Creative iMedia qualifications were accredited for three years from March 2010. These will expire in March 2013 although OCR has made an application to extend this accreditation period for a further three years.

2. Annual Review

General comments on submissions

- It is reassuring to see that many submissions continue to have a very clear structure to the evidence generated. Headings based on the assessment criteria give clarity to the creative process and content of the work produced.
- It is recognised that the use of relatively prescriptive writing frames has to some extent, been used to support the delivery of the qualifications. The level of guidance and support given to candidates in the form of writing frames and/or templates must be within acceptable limitations as defined by JCQ. Although supportive frameworks for the generation of evidence may be beneficial at Level 1, their use at Levels 2 and 3 must be more restrained.
- In some units, there is a lack of appropriate subject knowledge evidenced in the candidate work. One particular example is the unit on digital graphics. For example, a digital graphic that is intended for printing at A4 should be to the correct aspect ratio and have sufficient pixels to print at the specified size using typically 200-300dpi. Where candidates produce graphics that only permit 72dpi (a web resolution) they would not be fit for purpose. The result is that candidates should not be assessed as a 'pass' in these circumstances. All units should be delivered by suitable teaching staff with appropriate subject knowledge if candidates are expected to be successful.

- For all final assignments, it is important that candidates have produced their work under supervised conditions. This ensures that all work is valid, reliable and authentic for each individual candidate. Assessors and centre administrators should be confident of this when marking the work and submitting it to OCR for moderation. This means that no work for assessment purposes can be done as homework.
- There have been a few submissions where candidates have again not worked independently and individually over the last year. It should be emphasised that group working is **not** allowed in the Creative iMedia qualification and candidates are expected to demonstrate their individual knowledge, understanding and skills for all assessment criteria.
- The final work should always be included in its intended format, as if it were to be supplied to a client. The insertion of a graphic into a word document does not satisfy this requirement for example.
- The pre-production unit (101, 201 and 301) can be delivered alongside additional units such that a storyboard created for unit 201 may also be used as the basis for planning a video in unit 214V. However, when combining assignment briefs candidates must still produce evidence that is relevant to unit 201. For example, several submissions have been seen where the planning and review relate more to the intended final product (eg a video) than the actual pre production documents. In these cases, candidates have sometimes been unsuccessful in their achievement of unit 201. Centres are strongly encouraged to make sure that relevant evidence is produced for each unit. The purpose of the pre production unit is to ensure that candidates have the required knowledge, understanding and skills to choose an appropriate planning method for any type of creative and digital media product that they will be producing. When delivering this pre production unit alongside other units the nature of the assignment brief must be broad enough for candidates to meet all of the assessment criteria for both units. For example, if unit 301 is delivered alongside 313 (digital graphics) then a storyboard product for 301 is still needed to achieve a 'pass' (even though not needed to create a digital graphic).
- For unit 217, the statement that candidates are expected to complete 2 different photographic assignments is found in the knowledge, understanding and skills section of the unit. This is for guidance purposes and represents what is typically expected for candidates to satisfactorily evidence the required range of photographic skills. Learning outcome 1 (exploration) is only completed once but the planning and review requirements should take into account the two portfolios.
- Legal issues - the use of copyrighted material should be clearly referenced and/or cleared for use in the candidate work. Where possible, all assets must be obtained from copyright free sources. OCR cannot be held responsible for breach of copyright by centres/candidates and note that the containment within an educational environment is still unacceptable to some intellectual property holders. Disney and Sony are prime examples of this and their intellectual property should not appear in any submissions. Rather than quoting standard legal restrictions on copyright in all units, candidates need to identify the relevant aspects for their work in any particular unit. Sometimes, the evidence provided is too generic.
- Testing – this is often a weak area and candidates are encouraged to produce a test table that includes what is being tested, the pass/fail criteria and the results of their testing. Merely stating that they have tested the work is insufficient to satisfy this assessment criterion.
- Where centre devised assignments are used, the actual assignment must be supplied with the candidate work for moderation purposes. This can be uploaded to the e-Portfolio or embedded into the candidates work.