



## **Vocational Qualifications (QCF, NVQ, NQF)**

### **Creative iMedia**

Creative iMedia Level 1 Award – **04304**

Creative iMedia Level 1 Certificate – **04305**

Creative iMedia Level 1 Diploma – **04306**

Creative iMedia Level 2 Award – **04307**

Creative iMedia Level 2 Certificate – **04308**

Creative iMedia Level 2 Diploma – **04309**

Creative iMedia Level 3 Award – **04310**

Creative iMedia Level 3 Certificate – **04311**

Creative iMedia Level 3 Diploma – **04312**

### **OCR Report to Centres – September 2016**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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# Level 1–3 Creative iMedia 04304–04312

## Overview

This suite of qualifications includes an Award, Certificate and Diploma across each of Level 1, Level 2 and Level 3. Achievement of an Award, Certificate or Diploma is based on successfully accumulating sufficient credits from a number of units. There is an option for the total number of credits to be made up from units across different levels with some constraints and conditions.

Despite some significant changes to vocational qualifications, there are a number of key areas where the [QCF] Creative iMedia qualifications are now being delivered. For example, Level 1 continues to be popular with prisons. At Level 2, the qualification has been replaced with the Cambridge Nationals in Creative iMedia, which is included in the DfE performance tables as the replacement for this older QCF qualification. The Level 3 Certificate is the knowledge based qualification that forms part of the apprenticeship in Creative and Digital Media, which continues to be the most popular option at Level 3.

All of the units are remotely moderated and the submission of candidate work uses the MAPS e-portfolio. If a centre wishes to use an alternatives e-portfolio, this must be authorised by OCR to ensure it meets the security and storage constraints so that it will be appropriate for the external moderator to access. This has become an issue in a number of centres over the last year, which is partly due to the changes in the types of centre that deliver the qualification. It is important to note that any centre with good reason to opt for an alternative e-portfolio should contact OCR prior to using it for candidate's assignment evidence.

## General Comments

Level 1: This has become more commonly completed using workbook based approaches for collating evidence but these must not give any additional guidance or examples. In the last year, some of these have been found to reward the assessment criteria to the point of misinterpreting what is needed. This is not good practice and can impact on the candidate's potential achievements. A second comment would be that none of the assessment criteria can be omitted so if gaps in the workbook tasks are evident, the content is unlikely to enable candidates to pass.

Level 2: Most submissions at this level over the last year have benefitted from the centre's longer experience with the qualification and units. This tends to result in well-structured and clear portfolios of candidate work.

Level 3: A number of holistic project approaches have been seen that frequently introduce problems in the achievement of individual units. In particular, a single scenario that covers four units is a difficult concept to ensure that the evidence in each individual unit is appropriate to the expectations of Level 3. Note that each unit is moderated separately even when part of a broader and larger project. As general guidance, the recommendation for new centres would be to use a separate assignment for each unit until they have developed some experience with the qualification. Once an understanding of the assessment standards has been gained, some consideration could then be given to merging two or more units under a single assignment brief.

Standard of work: At Level 1 and Level 2, it has been generally noted that the standard of work has been quite strong over the last year. This is especially true at Level 1, where significant parts of the evidence would be considered closer to a Level 2 standard. Having said that, the assessment criteria are different across the levels and a clear focus on what unit/level is being completed is always the best approach. Where some more significant issues have been seen is at Level 3. In a number of cases, the standard of *final* work (i.e. the product) can be very good

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but the evidence and process through the unit very different to what is required by the assessment criteria. In some cases, the differences have been quite significant and centres would be recommended to seek guidance on the unit and evidence requirements ahead of their candidate's starting work on the final assignment if new to the qualification.

**Group working:** This has been seen on a number of occasions in Level 3 submissions, especially Unit 314v (digital video). Although not disallowed in the qualification, it is important to realise that each candidate needs to achieve all of the assessment criteria from their own contribution to the group work. As an example, this means that all candidates in a group would need to use the digital camera to record, and edit video in learning outcome 3.

**Supervision:** This relates to the level of supervision by assessors when candidates are producing their evidence for the assignment work. Although this does not have to be under direct supervision in a classroom at all times, the centre handbook does state that suitable checks must be made so that assessors can be confident of the authenticity, and therefore validity, of any evidence produced. In a number of submissions over the last year, this has lacked the clarity expected. For future reference and guidance, it is considered that most of the final assignment evidence should be produced under direct supervision whereas for example, some elements of the initial research may be under indirect supervision.

**Templates and writing frames:** A planning and review form as provided by OCR is fine as a basic structure and many of these have worked well. However, the use of highly prescriptive workbooks should be avoided. There has not been any significant change to the structure of evidence seen over the last year but a minority of submissions have raised a number of questions in this area. As a related comment, screenshots of project plans created in Excel that are inserted into a workbook are not a good approach since many have not been legible. A much better approach is to submit the project plan as an Excel spreadsheet file.

**External hosting of final products:** As stated in the overview, centres should be using the MAPS e-portfolio when submitting candidate work for moderation. This must be used to store all of the candidate's evidence and not just hyperlink to cloud based storage elsewhere. On a number of occasions, centres have stated that the final work (eg video files) are too large for upload to MAPS and so have placed them in alternative locations including Google drive, Dropbox, Vimeo and YouTube. However, these are not suitable alternatives. A key point to note here is that if the MAPS storage limits are not sufficient then the final work is unsuitable because it is too large in file size, which becomes problematic for moderators to access.

## Comments on Individual Units

The comments provided below are based on the most popular unit submissions that have been seen over the last year. If required, comments on other units may be found in the reports from previous years.

**Unit 101/201/301 (Pre-production skills):** This is the mandatory unit on pre-production and needed for a Certificate or Diploma. It can be completed alongside one or more additional (optional) units since this typically covers the pre-production aspects. However, planning and review activities must be included for the pre-production and not inherited from the final media products since that does not cover the assessment criteria in the pre-production unit. As an example, a review would be needed for the suitability of the pre-production storyboard rather than the effectiveness of the actual final video that was created.

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Unit 302 (Digital media skills): This unit does not work well as part of other units although a number of centres have attempted this. The original and repurposed files must be included with the submission so that it is clear for the moderator exactly what has been done. A further comment would be that basic editing of a video for Unit 214v/314v (digital video) could not be used to claim the repurposing of video in Unit 202/302. Note that this is primarily relevant to the submissions seen for Unit 302 but could potentially relate to Units 102 and 202.

Unit 110/210/310 (Interactive media): This should not be a Facebook or other social media page since it does not meet the assessment criteria or level of demand for the unit. A better and more typical approach would be a website or [functional] app simulation.

Unit 111/211/311 (Web authoring): Many of the final websites submitted are to a good standard, the navigation and page layout typically being effective. At Level 1 the use of Publisher is not a good approach for this unit and certainly unsuitable for Level 2 or 3. Wix and Wordpress are not good choices either at Level 2 or especially Level 3. The assessment criteria are written around web authoring software applications and not standard Office applications or online site builders, which compromise the rigour and level of demand.

Unit 113/213/313 (Digital graphics): A key element in this unit is to create a digital graphic that meets the brief i.e. is fit for purpose. The pixel dimensions are a key part of this across all three levels. In Unit 313 a second low resolution version is required for proofing purposes but this is different to a low quality jpeg version which has no change to the pixel dimensions. This aspect continues to be a challenge for some centres and the assessment of candidate's work needs to monitor this prior to submission.

Unit 314v (Level 3 Digital video): A growing trend has been seen over the last year which uses video footage from static camera mounts in cars, bikes or on helmets. Whereas these may be popular for use on YouTube using GoPro type cameras, the approach does not evidence an appropriate range of video camera skills even though the final products can be very creative. Camera shots, framing and established movement techniques cannot be evidenced where all of the footage is collected in this format. The editing can still be good but the content of the unit and related knowledge, skills and understanding must still be evidenced in the final work.

## **Sector Update**

The use of online site builder tools for websites within the creative media industry has become very popular over recent years but these approaches do not fit well with the assessment criteria or demands of the web authoring units. If they are to be used, these should be restricted to Level 1 and any final website exported so that it can still be uploaded to the MAPS e-portfolio. Although the growth of online hosting and storage facilities makes them more accessible and easier to use, any final work should not be in the public domain until after the successful achievement has been certificated.

File sizes. High speed broadband connections allow for larger files to be downloaded in shorter timescales and streaming technologies also enhance the user's experience. However, that does not yet mean that the qualification can accommodate much larger files and media products such as HD video. So that the burden of downloading large amounts of data does not fall onto the [remote] moderator, the MAPS e-portfolio storage limit of 200MB is being maintained. Any assignment work should use assignment briefs that require final products and evidence to fit within this limitation.

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