

Vocational Qualifications (QCF, NVQ, NQF)

Creative and Digital Media

Creative and Digital Media Competence Diploma Level 3 – **10323**

OCR Report to Centres – September 2016

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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.

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Creative and Digital Media Competence Diploma Level 3 – 10323

1. Overview

The Creative and Digital Media Competence Diploma is the work based qualification that forms part of the apprenticeship in Creative and Digital Media. The qualification is quality assured by a visiting External Verifier (EV) against OCR's NVQ criteria for verified qualifications.

Changes to the structure, content and funding for apprenticeships is underway at the current time but very little information is available on the impact on this scheme in 2017. This makes it slightly more difficult for centres to plan ahead for 2017 delivery.

2. General Comments

The units that make up the Competence Diploma are a mixture of Level 2 and Level 3, with the majority being Level 3. The total number of credits can be made up from a combination of these within certain restrictions. When planning the delivery of the overall qualification, it is important to check that sufficient credits are being gained from the units that are being completed, a minimum percentage of which must be at Level 3. Depending on the nature of the work placement, the inclusion of the *preparing equipment* and *providing assistance* style of units ie Units 13-19, are all Level 2 and care must be taken to ensure the overall achievement meets the qualification requirements.

A key aspect of the qualification is that the candidate's evidence must focus on activities that are actually *done* rather than knowledge of *how to* do something. This continues to be a challenge in the delivery by some centres, which, to be fair is partly due to the nature of the work placement role. Support from the employers is very important here so that candidates have the opportunity to generate evidence that meets the assessment criteria. The role of the employer is also key such that the witness testimony of line managers is used to support the candidate's achievement. A key characteristic of these employer-based witness statements is to identify what tasks and activities the candidate has performed so that the qualified assessor can then determine when there is sufficient evidence to satisfy the assessment criteria. In situations where the apprentice's role doesn't provide opportunities to meet all the criteria, the use of simulated activities can be arranged by the assessor. An example here would be where the candidate needs to obtain copyright clearances but some larger organisations have their own specialist departments that handle this.

One of the [OCR] NVQ criteria is that a range of assessment methods must be used. The candidate's own evidence underpins this, typically in the form of a document write ups, presentations and work products. Professional discussions, observations and witness statements all contribute additional forms of evidence but it should be noted that good practice would be for these to fill gaps rather than being the primary method of evidencing a unit.

A number of the units have assessment criteria based around some knowledge aspects in learning outcome 1. The referencing of sources is important in this qualification in the same way as any other, so that it is clear what is the candidate's own knowledge and understanding. Here, it is the candidate's own rewording, summaries and analysis that confirms the assessment criteria have been met.

Access to candidates is also an important part of the NVQ criteria. External quality assurance verifiers are required to meet with candidates in order to discuss their experiences. This should be on a face-to-face basis and not restricted to telephone calls.

Work based placements for apprenticeships are typically within media organisations so that candidates can learn from both the organisation and its employees as ‘on the job’ learning. Interestingly, quite a number of placements have been in organisations that are not directly based around media. Examples here would be shops, hotels and restaurants who maintain a strong online and social media profile. This creates opportunities for photography, video and preparing assets for interactive media but in these cases, a large part of the candidate’s learning continues to be provided by the college or training provider. Over the last few years, a substantial growth in the social media sector has been seen and this is expected to continue.

3. Comments on Individual Units

The comments provided below are based on the more common units that have been completed over the last year.

The mandatory units in Group 0 are sometimes characterised by fairly brief evidence to address the assessment criteria. However, it should be noted that Units 1, 2, 3 and 4 are at Level 3 and therefore the depth of evidence should be appropriate to that. Units 5 and 6 are at Level 2 and there is rarely a problem with these two units.

Unit 10/11: Record and edit audio-visual material. An important piece of evidence for both of these units is the actual video material. So, this requires evidence of what video footage and rushes were recorded in Unit 11 and a copy of the final edited audio-visual material for Unit 10. It is difficult to support the achievement of these units without this.

Units 25: Produce copy for interactive media. The preparation of text based material for use in content management systems is the most common approach here, where the opportunities exist in the apprentice’s job role. One important area to note here is that the assessment criteria focus on the processes involved rather than just the final copy.

Units 26, 28: Obtain and prepare assets for interactive media. These two units work well together and underpin a large part of the work by candidates working in web technologies. As with the audio-visual material units, the work products are needed to fully support the unit. If a link is provided to a website where they are used, it needs to be clear which graphic components were created by the individual candidate.

Unit 29: Contribute ideas to production. Although the candidate may be working as part of a team, assessment criteria 3.1 and 3.2 cover the creation of a proposal and treatment. These should be in industry standard formats since a treatment is a conventional approach for many media products. Alternative approaches such as trying to use a professional discussion or include brief comments about a project in a unit write up do not adequately meet this. Where the role of the candidate does not include the preparation of a formal treatment, this needs to be covered using a simulated scenario by the assessor.

Units 37, 40 and 41: These are based around a photo imaging brief and a photographic assignment. With these dedicated photo imaging units, the intention is to develop a range of skills as a photographer working within the media industry. The capturing of a small number of photographs for a mini assignment does not meet this and there is some concern that these units are not always being fully covered to the depth and level of skills that is required by a Level 3 apprentice.

4. Sector Update

The growth in social media continues and consequently there are a number of opportunities being developed for digital media apprentices.

Changes to apprenticeship schemes are being rolled out and by this time next year, it is hoped (and expected) that the future direction of this Competence Diploma in Creative and Digital Media will be clear.

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