OCR

Cambridge Technicals

OCR Chief Co-ordinator's Report

2012-2013

Statistics

Cambridge Technicals in Media

Scheme	Registrations		Full Awards	Unit Awards
	Full	**Unit**		
05387	96	1	42	165
05389	155	3	39	269
05392	39	3	1	0
05395	82	0	0	208
05398	32	0	0	65

Cambridge Technicals - Full Awards 2012/13

Scheme	Title	P	M	D	D*	Total	%P	%M	%D	%D*
05387	OCR Level 3 Cambridge Technical Certificate in Media	18	4	2	18	**42**	42.9%	9.5%	4.8%	42.9%
05389	OCR Level 3 Cambridge Technical Introductory Diploma in Media	12	10	9	8	**39**	30.8%	25.6%	23.1%	20.5%

Scheme	Title	PP	PM	MM	MD	DD	D*D	D*D*	Total	%PP	%PM	%MM	%MD	%DD	%D*D	%D*D*
05392	OCR Level 3 Cambridge Technical Subsidiary Diploma in Media	0	0	0	0	1	0	0	**1**	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
05395	OCR Level 3 Cambridge Technical Diploma in Media	0	0	0	0	0	0	0	**0**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Scheme	Title	PPP	PPM	PMM	MMM	MMD	MDD	DDD	D*DD	D*D*D	D*D*D*	Total	%PPP	%PPM	%PMM	%MMM	%MMD	%MDD	%DDD	%D*DD	%D*D*D	%D*D*D*
05398	OCR Level 3 Cambridge Technical Extended Diploma in Media	0	0	0	0	0	0	0	0	0	0	**0**	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

Administration

Introduction

This year has seen the introduction of the new Cambridge Technicals in Media, a new post-16 Level 3 course, which has replaced the OCR Nationals qualification. A number of Centres who were previously delivering the OCR Nationals vocational qualification have made a successful transition onto the new qualification. This new offer has also appealed to Centres who are new to vocational qualifications and those who may previously have been offering a BTech vocational qualification.

The new qualification has attracted interest and involvement from schools and colleges across the country who have responded well to the wide range and diversity in the suite of Cambridge Technicals units. Centres also seem to have taken to the simple and straightforward unit layout design, which includes open and transparent assessment criteria and marking grids.

The role of the Visiting Moderator has been vital in this first year of the qualification as Centres have benefited from the supportive relationship provided by visiting moderators who can make up to two free visits a year and who have provided crucial feedback to Centres as they embark on the first modules. OCR's free INSET opportunities have also been welcomed by Centres keen to understand the delivery and assessment of the new units. These INSETs proved popular with Centres as they facilitated the opportunity to review and discuss best practice issues whilst reviewing exemplar units with the Chief Coordinator and other Centre Representatives.

The new curriculum has offered many Centres the opportunity to provide a relevant and dynamic qualification, which offers a range of vocational skills development for existing students and those additional students who are now required to remain in post-16 education.

The Media Level 3 Introductory Diploma and Diploma have been the most popular qualifications offering Centres an effective introduction to the subject for their learners at post-16 education. The suite of qualifications includes a broad range of forty-two skills-based units which offer learners the opportunity to develop key skills from a wide range of specialist units. Unit 1 is the single mandatory unit at this level and has been combined with delivery with some of the most popular pathway units, including Unit 13 *Planning and pitching a print-based media product*; Unit 14 *Producing a print-based media product*; Unit 31 *Photography for media products;* Unit 32 *Graphic design for media productions;* Unit 33 *Comics and graphic novels;* Unit 35 *Social media products;* Unit 40 *UK film studies* and Unit 41 *Production and post-production for film*.

These units reflect best practice in the media sector and provide an excellent introduction to the key media skills in a vocational context. Units are structured so that learners can conduct research, planning, producing and editing a finished product which they may well have to present to a client or focus group for feedback and review. There are also increased opportunities for Centres to link units within an overall project. Centres are encouraged to utilise the model assignments available from the OCR website. Alternatively they may wish to devise their own client based model assignments as these can provide learners with an industry based scenario in which to approach any of the units. Centres have also, where possible, sought opportunities to create industry links with partners, which can result in model assignments replicating a 'live' scenario.

The units are structured to provide Centres with the flexibility to take full advantage of the opportunity to deliver units which meet both their own and learners needs. The clarity and structure of the new units also encourages the development of independent learning in learners.

Resources

On the whole Centres have appropriate resources in place to deliver the range and scope of the qualification. An encompassing range of teaching styles and delivery approaches have been adopted by Centres, who have tended to base their delivery of units on the strengths of their own teaching experience and vocational knowledge, which in turn has led to the provision of appropriate resources. The specialist pathways offered by the qualification have led some Centres to further develop their available resources in order to provide their learners with the widest possible opportunities, for instance to deliver the comics and graphic novels unit, the special effects unit and the games and animations units.

External agencies such as local businesses and industry-linked professional have in themselves provided a valuable resource for those Centres who have had the opportunity to establish these links, particularly in instances where these links have fed into scenario based client briefs and other vocational opportunities.

It is also good to see that Centres are encouraging learners to use a variety of digital resources in which to present their outcomes. Some new presentation packages for instance have led to extremely professional and highly interactive presentations which enhance the evidence presented in line with developments in technology.

Evidence

At this level Centres seem to favour an approach whereby they deliver two units simultaneously although a three or more unit approach can also be adopted where units are linked into a larger project. Unit 1 is the single mandatory unit at this level and has enabled learners to quickly establish a good grounding in the relevant terminology before starting to work in teams on the more practically focused units. Whilst Centres are at liberty to select the most appropriate method of delivery for their Centre, there is evidence to suggest that where a 'long and thin' approach has been undertaken that this has not necessarily been the most appropriate method of delivery. This can be problematic in that Centres opt for a much later first moderation visit which leaves less time for remedial work to be undertaken.

Print and moving image units were popular choices for Centres with the optional units13, 14, 31, 32, 33, 35, 40 and 41 being some of the more popular units that were delivered by Centres.

Unit 01: Introducing media products and audiences
This unit presented some challenges and Centres are reminded that learners need to concentrate on one media institution and one media product ensuring evidence of one media product is carried through the learning outcomes. P2/M1/D1; P3/M2/D2; P4; P5/M3 should all be evidenced through one media product and this should be the same media product for all the abovementioned criteria. Centres should note that this media product would be produced by the institution the learner has investigated in P1. So in practical terms if in P1 the learner investigated an institution such as the BBC focusing on Radio 1 as the context for their investigations, then for P2/M1/D1 the learner should select a programme produced and broadcast by Radio 1, selecting for example any of Radio 1's Programmes.

Unit 32 Graphic design for media products
For learning outcome 2 it is acceptable for learners to create their own fictitious company or charity from which to produce the three related original graphic media products. Alternatively they could produce the three related original graphic media products for an existing company, charity, etc. If learners have chosen an existing company, charity, etc the conceptual design ideas and the final graphic media products must be original in their conceptual ideas, planning and production. Learners may for instance wish to redesign the logo and housestyle of the existing company, charity, etc within their original ideas, planning and production, or alternatively learners could incorporate the exisiting logo, housestyle of the existing company, charity, etc However, in that instance they should be assessed on how they have incorporated the existing

logo, housestyle of the existing company, charity, etc into their three original graphic media products and should not be credited or assessed for the work already produced by the company i.e. the existing logo and housestyle.

Unit 35 Social media products
Learning outcome 4 states that learners should 'be able to design pages for a new social media website'. The intention of this learning outcome is that learners are expected to design a homepage and members page for their planned new social media website. There is no intention that the designed homepage and members page should be functioning/operational pages, therefore learners are only expected to take the unit to a design stage.

When producing material for their original media product, the material must be evidenced by the learner in the form of material they have produced, for example for an audiovisual product the material could be rushes of the footage and/or audio samples/tracks; if producing audio samples/tracks, these must be evidenced with the intended visuals for the audio samples/tracks; if producing a print media product, these must be evidenced by print samples, etc. The material produced must provide evidence of the learner's contribution to the production process and so will depend on the role the learner undertook in the production if they are working in a group. However, Centres are reminded that the material produced must be evidenced separately from the final outcome. This predominantly affects units 14, 17, 20, 41, 43, 44, 45, 46, 50, 52, 62, 63, 65 and 66 where learners are required to produce materials for use in a range of media products as specified by the unit.

Many of the practical units lend themselves to group work. However, in instances where learners are working in a production group Centres are reminded that the evidence of the individual learner's contribution to the group work is clearly evidenced. Implicit evidence is not acceptable and Centres are reminded that the Visiting Moderators cannot consider work, which is not available at moderation.

An individual's contribution could be effectively evidenced through the use of detailed witness statements, audio-visual, audio recordings for instance and must be available for the Visiting Moderator to review.

This underlines the importance for Centres to present evidence for moderation which is clearly accessible and signposted, particularly in instances of group work. One way in which to improve the evidence of learners using production skills could be the use of screenshots which evidence learners setting up cameras, sound recording and editing equipment and the use of desktop publishing tools. Learners could use annotated screen shots and a production diary as ways in which to evidence their contribution. These can also be an effective way in which to demonstrate learners application of safe working practices and can be verified through tutor witness statements.

Whilst Centres are encouraged where possible to link units, for instance *Unit 40 UK film studies* and *Unit 41 Production and post-production for film* or *Unit 44 Visual effects for TV and film* or *Unit 45 Special effects for TV and film* and *Unit 50 Sound for media products*, it is important that moderators are provided with sufficient evidence to support all assessment criteria for each of the units covered. In instances where a 'project approach' is used it should be possible for moderators to easily access evidence for each of the assessment criteria for each unit. One way to achieve this could be the use of clear 'signposting' within the evidence provided, particularly if this is supported by a clear system which identifies where the evidence for each assessment criterion can be located. This should also clearly identify the centre assessor's decisions regarding how the learner has achieved each of the learning outcomes. Signposting is good practice even in instances where the unit has been approached in isolation.

Assessment Practice

Many Centres have taken to the new hurdle grid, although it has presented a challenge for a few Centres, particularly as this has changed the way in which learners are required to achieve all the assessment criteria in order to achieve the higher grades. Instances where evidence for all the assessment criteria have not been approached and/or presented at moderation has meant that in some instances units could not be passed during the moderation visit and have been withdrawn to be moderated at a follow up Moderation Visit. Centres are reminded that the pass grade can only be awarded if all parts of the assessment criteria are present. The merit grade can only be awarded if all parts of the pass and merit assessment criteria have been met and a distinction grade awarded only when all parts of the pass, merit and distinction assessment criteria have been met. On the whole Centres have taken to the new hurdle grid and learners have produced evidence of work which has adequately satisfied the assessment criteria for the grades awarded.

It may be due in part to the delivery of a new qualification but there is evidence to suggest some learners have been keen to spend a disproportionate amount of time on the pass criteria of the learning outcomes, which has meant that there is less time available to address the merit and distinction criteria. This may be an issue which corrects itself as Centres become more familiar with the assessment criteria for individual units and the qualification settles down. It may also be possible that by Centres setting clear target and completion dates, this will ensure that adequate time is available for the completion of all assessment criteria and assist those learners who are aiming to achieve the merit and distinction criteria.

Centres should be advised that from September 2013 an OCR Unit Recording Sheet will be available on the OCR website. This should be used with immediate effect by all learners.

Internal Standardisation

Internal standardisation systems appear to be sufficient to support assessors in the majority of Centres. Moderators seem satisfied with the accurate and consistent assessment which is taking place consistently in Centres in line with qualification requirements, particularly where there is more than one member of staff delivering the qualification.

OCR has offered a number of training dates during the year which a number of Centres have attended and found both informative and beneficial as a way to share best practice. OCR has scheduled further training dates for the 2013/14 academic year.

Records

Centres appear on the whole to be maintaining effective records and making good use of Interchange for the submission of grades. Centres are reminded that once a visit date has been arranged with the Visiting Moderator that grades should be entered onto Interchange at least two-weeks before the date of the Moderation Visit. It is not possible for Moderators to undertake visits where an entry has not been made on Interchange.

In most cases Centres may have a designated Exams Officer who is chiefly responsible for making entries on Interchange and it is good to note that the entry process has generally gone very well for the majority of Centres. There have been some instances where Centres have entered grades onto Interchange into the two-week window which makes it difficult for the Visiting Moderator to select the sample of work.

Centres are reminded that when the Visiting Moderator has requested a sample of learners' work for the Moderation Visit, it is a requirement that the full range of learners' work entered for moderation must be easily available in the room where the Moderation Visit is scheduled to take place.

Centres are also reminded of the importance of taking full advantage of the two free moderation visits available each academic year. These visits allow for a useful dialogue to take place between centre and moderator and so new centres in particular are encouraged to make registrations at an early time so that they can arrange visits as soon as there is work to moderate.