# Cambridge Technicals

# Media

Level 3 Cambridge Technical Certificate in Media **05387**

Level 3 Cambridge Technical Introductory Diploma in Media **05389**

Level 3 Cambridge Technical Subsidiary Diploma in Media **05392**

Level 3 Cambridge Technical Diploma in Media **05395**

Level 3 Cambridge Technical Extended Diploma in Media **05398**

# OCR Report to Centres 2017

**CONTENTS**

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**OCR REPORT TO CENTRES**

# Cambridge Technical in Media Level 3

## 1.    Overview:

As a post-16 Level 3 vocational course, the Cambridge Technical in Media remains a popular pathway with Centres across the UK. The suite of forty-two skills-based units offers learners the opportunity to achieve qualifications including the Certificate, Introductory Diploma, Subsidiary Diploma and Extended Diploma, by developing a range of practical transferable skills. Traditionally Centres who deliver the qualification at Level 3 are building on their experience of delivering the qualification at Level 2, as this supports the development of their learners encouraging them to build on their knowledge and skillset. The qualification is also attractive to Centres who previously offered the BTEC qualification and is currently a strong choice for Centres who prefer the non-exam nature of the 2012 suite and wish to retain a wide selection of units from which their learners can select.

Within the suite the Introductory Diploma and Subsidiary Diploma in Media remain popular pathways, although there are an increasing numbers of Centres who are offering the more challenging Diploma and Extended Diploma in Media. Unit 1 is the only mandatory unit and remains a good entry level for Centres who opt to deliver this unit first in conjunction with one or more of the practical units. This gives learners the opportunity to develop a thorough understanding of relevant media terminology, whilst also starting to build a core range of practical skills. There is also evidence to suggest that Centres continue to prefer to deliver two-units per term, as this seems to facilitate their learners' pace of learning and also present an opportunity to apply for a Moderation Visit at an early stage in the academic year. Centres seem to prefer to factor in a Moderation Visit in the late spring and have a second visit in the summer this trend appears to be a constant one in established Centres. Newer Centres tend, in the first year of delivery, to opt for an earlier visit in the second year during the autumn term.

It is satisfying to see how Centres continue to keep pace with changes in technology, in order to offer their learners well-resourced learning environments. This is also reflected in the opportunities explored by Centres to create industry partnerships, which has created some exciting opportunities for learners to work on a range of projects within a 'real world' scenario. It therefore remains an attractive choice for learners to develop a portfolio of evidence, which gives them a competitive edge when applying for work or further studies at University.

Centres remain committed to seeking opportunities to offer projects, which link units together. This not only reflects the vocational nature of the qualification but also provides learners with an opportunity to see a project in its wider context, for instance within the qualification the film and TV units can be linked with audio units; set design and scriptwriting can be linked with the film and TV units and the planning and pitching units are a good fit when linked with the production units. The Assignment Checker Service and Caller ID Service have been useful tools for Centres wishing to adopt this approach, as they have been able to outline the scope of the intended link between units and obtain guidance as to how best to achieve the intended brief whilst enabling learners to achieve the requirements of each unit/s specification.

Overall the quality of work produced by Centres continues to impress, with Centres taking on feedback to ensure learners present professional portfolios of work. The range and inventiveness of practical work is exciting to see, as learners embrace the opportunities to deliver often thought provoking and contemporary productions, which demonstrate the development of a strong skillset, whilst reflecting current industry standards. The range of options to present work whether via digital, online or paper-based presentations, allows for differentiation, however it is key that Centres ensure the requirements of the learning outcomes and grading criteria are clearly signposted within portfolios.

Requests continue for both Subject Expert Visits/Calls and Advisory Visits/Calls. The Advisory Visits/Calls are an option for current Centres who wish to raise specific questions regarding the delivery of the qualification. Again the Caller ID Service has been effective for Centres to gain a direct response from the Chief Coordinator on a variety of delivery enquiries. Although possibly more helpful for Centres new to the qualification, OCR also facilitate an Assignment Checker service that provides feedback for assignment briefs. The role of the Visiting Moderator continues to be an important element in the delivery of the qualification with Centres responding well to the support offered by the one-to-one, face-to-face contact during Moderation Visits.

## 2. General Comments

### Assessment Practice

Assessment for the qualification is based on a **hurdle grid** - the pass grade is only awarded when all elements of the pass assessment criteria are present; the merit grade is awarded when all parts of the pass and merit assessment criteria are present and the distinction grade is awarded when all parts of the pass, merit and distinction assessment criteria have been met by the learner.

Centre assessment is effective on the whole, with evidence of successful application of the qualification across the grades with an exciting variety of work produced by learners in the majority of Centres. Centres are encouraged to present their learners' work in a way that best supports the learner. Learners should seek to evidence the grading criteria through a variety of mediums, (i.e. written format, written presentations, verbal presentations, audio content, audiovisual content) which highlight their particular strengths, and learners should be encouraged to stretch their skills and knowledge where possible by using a range of mediums to evidence their work. Following this approach there has been evidence of Centres producing good portfolios using different mediums to evidence units.

Centre Assessment has been approached with the vocational nature of the qualification in mind, which has encouraged these Centres to link up with media institutions where possible. These Centres on the whole have ensured the grading criteria is met across all the grades, however Centres are reminded all grading criteria for the units incorporated in these external projects must be evidenced. It is also clear that on the whole Centres are rigorous in their record keeping particularly as they have gained experience of the moderation process. As in previous years there are factors, which can impact the delivery of the qualification, one of the key factors remains the issues due to turnover of staff in Centres, which continues to present challenges for both the new member of staff and learners. Whilst this is an unavoidable situation, Centres may find that they would benefit from an earlier Moderation Visit from their Visiting Moderator particularly where there are newer members of staff delivering the qualification. In these instances Centres are also reminded that there are other support options available through the Caller ID service and Assignment Checker, which may be beneficial, in addition OCR also offer Advisory Visits/Phone Calls.

On the whole assessment decisions seem to be in line with the qualification. This session Centres have tended to arrange their first visit earlier in the year so that they can gain feedback from their Visiting Moderator, even if this means incurring the cost of additional visits later in the year. Adopting this approach means that Visiting Moderators can assist with any issues arising from the internal moderation structures and interpretation of the grading criteria. Centres are reminded that the assessment grading criteria is designed to provide clear guidance as to the requirements each learner must achieve in order to fulfil the requirements of each learning outcome. The assessment grading criteria is therefore the point of reference when designing briefs for learners, as close reference to the grid will ensure that learners have achieved the requirements for each learning outcome within the specification.

Centres are reminded that on the day of the Moderation Visit all portfolios for all the learners entered for that moderation visit should be available, not just the sample requested by the Visiting Moderator. It also helps the moderation process if Centres provide their Visiting Moderator with a quiet, undisturbed room in which to carry out the moderation visit. There is good practice within Centres to encourage learners to produce portfolios, which are clearly labelled and signposted. This has benefits for learners' portfolios and is also critical when Centres have linked units together, as it is expected that an individual portfolio will clearly identify how a learner has achieved each of the learning outcome requirements within the grading grid for each unit, whether approached as a standalone unit or linked with another unit within the suite.

Internal Standardisation

Internal standardisation is implemented successfully on the whole across the Centres and Visiting Moderators have appreciated that evidence of these procedures has been made available on the day of the Moderation visit. Notably Centres seem to have adopted the use of appropriate ways to signpost where the evidence is met for each assessment objective, which is of great benefit to the moderation process. Good practice was demonstrated in Centres where the individual assessment objectives for a unit were clearly referenced in the comments of the internal moderator and were clearly marked on sheets and portfolio pages. Centres are reminded that the remedial advice offered by the Visiting Moderator needs to be actioned and documented by the Centre.

Records

There is evidence of effective record keeping processes with Centres choosing to complete either manual or electronic versions of the Unit Recording Sheets (URS). The URS should clearly identify the centre assessor's assessment decisions regarding how each learner has achieved the individual learning outcomes, examples of the learners work which exemplifies the Centre's decision is useful. It would also be helpful it the Centre indicates where the evidence can be found in the learner's portfolio.

Effective signposting is good practice as it is beneficial to both the Centre and the Visiting Moderator. This is whether the unit has been approached in isolation, or has been linked with more than one other unit into a single brief or project, as it makes it possible for the Centre Assessor to effectively assess the evidence provided by the learner. It also facilitates the Visiting Moderation process as it allows the Visiting Moderator to identify how the Centre has assessed how a learner has achieved the learning outcomes within the grading grid for each linked unit.

Where Centres use alternative methods to evidence learner's work it is important to ensure that this method enables the learner to meet each of the learning outcome/s and grading criteria/s for the unit in question. Video evidence would also be acceptable as a means of evidence for presentations and as an alternative to written formats, as long as it meets the learning outcome/s and grading criteria/s for the unit in question and is accessible to the Visiting Moderator. If Video evidence is used it should be supported by a witness statement, particularly if there are areas of the learners' work which are not evidenced in the video evidence.

It is also important to ensure that all work produced by learners, whether in digital or paper format is easily accessible to the Visiting Moderator on the day of the Moderation Visit. It is also helpful to use witness statements as a method to support the evidence produced by the learner and, where applicable, to describe the individuals contribution to group work. However witness statements should not be used in isolation and should be used only to support the evidence provided by the individual learner.

Interchange has been used effectively for the submission of grades, however Centres are reminded of the need to enter grades onto Interchange at least two-weeks in advance of the date agreed with the Visiting Moderator for the Moderation Visit. If the Centre is unsure whether this is achievable it is advisable to contact the Visiting Moderator at the earliest opportunity, as this will ensure that effective communications are maintained throughout the Moderation process. Centres must also ensure that the complete range of learners' work entered for a Moderation Visit is available on the day of the visit. The work should be easily accessible for the Visiting Moderator for the duration of time that they are in the Centre and preferably in the room where it is planned that the Moderation Visit will take place.

The two moderation visits available to Centres free of charge each academic year continue to be a good opportunity for Centres to gain useful feedback from the Visiting Moderator. It is suggested that any Centres new to the qualification would benefit from taking the opportunity to have an early Moderation Visit.

## 3.    Comments on Individual Units

*Unit 01: Introducing media products and audiences*
There is an available scenario for Unit 1 on the OCR website, this is an example of one approach, however Centre's are encouraged to devise their own scenario in order to best suit the requirements of their learners, as long as this scenario enables learners to achieve the criteria for the unit at all the available grades.

Unit 1 continues to present some challenges and Centres are reminded that learners need to concentrate on one media institution and one media product ensuring that 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 above mentioned criteria. Centres should note that the media product should be one, which is 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.

Centres are also reminded that whilst Unit 1 is a theory-based unit, which aims to provide learners with an understanding of media institutions, their operating model and the products they produce, it is recommended that learners should have the opportunity to evidence the grading criteria through a variety of mediums, (i.e. written presentations, verbal presentations, audio content, audio-visual content). A successful approach for Unit 1 adopted by some Centres has been for learners to create an active information website, such as a blog or Prezi.

*Unit 13: Planning and pitching a print-based media product*

LO1 Understand existing print-based media products and how they are created.
Centres are reminded that learners are required to select a 'print-based' media product and analyse similar existing products evidencing the criteria listed in the grading grid for P1. Examples of print-based media products could be a tabloid, Berliner, broadsheet, (a website based) e-magazine or magazine.

LO2 Learners must be able to generate ideas for an original print-based media product. Examples of how learners could evidence their ideas for an original print-based media product could include mood boards, summary of ideas, spider diagrams.

LO3 Learners must select their two most appropriate ideas for original print-based media products and create a proposal and produce sample pre-production material for each one of the two selected ideas. Centres are reminded that learners must ensure they evidence all the grading criteria as listed in the grading grid P3/M1/D1. The suggested sample material learners produce for each proposal could include draft articles, draft layouts, plans for images needed, sample fonts/graphics/colours, test photography, house style – and take the form of sample front covers, contents pages, mock ups. To achieve the requirements of the distinction grade at least one of the two proposals created for P3/M1/D1 needs to suggest further development possibilities for the print-based media product, for example learners could plan to develop the frequency of the original print-based media product into a daily, weekly or monthly run, if it is a paper print-based media product they may plan to develop it into a web-based e-magazine.

*Unit 17: Producing an audio-visual media product*

Learners are required to produce an audio-visual media product. Centres should note that the audio-visual media product needs to be a complete product i.e. it needs to have a beginning, middle and end. It would be expected that irrespective of the audio-visual product produced by learners the final audio-visual media product needs to be a complete audio-visual media product and a sequence or part of an audio-visual media product.

*Unit 20: Producing an audio media product*

LO3 Be able to produce materials for use in an original media product.
It is expected that learners will be producing the material to be used in the original media product i.e. if music is to be used learners would be expected to produce the music themselves, this can be achieved using real instruments, or using the loops and sounds available in software including GarageBand. A limited amount of royalty free music can be used, however it would be expected that the learner would produce the majority of music in this unit. This equally applies to the production of sound effects or the use of downloaded sound effects. Sampling is also an accepted method, however it is important that learners are producing the majority of material that is intended will be edited into the original audio media product in LO4.

When presenting this work for moderation, learners could use computer-based folders, with each element that they have produced placed into a separate folder i.e. music, sound effects.

It is important that if learners are working in a group each learner must evidence how much they have contributed towards the production of these materials, as well as their contribution to the production of pre-production materials and the editing of the production materials.

This could be completed as a simple production diary comprising of text and images, an auditory commentary, a blog, or a slide presentation demonstrating how they produced and edited the materials. This could be supported by the inclusion of a witness statement from a Centre Assessor.

Linking Unit 20 with Unit 54:

Centres may find it useful to explore the linkage between units, which naturally occur within the qualification. For instance between Unit 20 and Unit 54, as the outcome for Unit 20 could be integrated with the radio play produced in Unit 54. For instance the musical soundtrack including sampled and mixed sound effects to be used in the radio play for Unit 54, then this completed and edited musical soundtrack would have to be evidenced separately for Unit 20's final outcome. Therefore the edited musical soundtrack would be the final outcome for Unit 20 and would have to be evidenced separately from the final outcome for Unit 54. If the final original audio media product for Unit 20 is linked with Unit 54 i.e. if learners were producing a radio trailer as the final original audio media product in Unit 20 for the radio play produced in Unit 54 – both final outcomes i.e. the radio trailer produced for Unit 20 and the radio play produced in Unit 54 would have to be evidenced separately in their respective units for the Visiting Moderator.

## 4.   Sector Update

Increasingly the industry is looking for learners with core media skills and learners should be encouraged to consider this factor and their strengths when selecting their units as part of their pathway within the qualification.

The continuing developments in mobile technology and smartphones with their faster processing speeds and higher resolutions mean that learners have the ability to explore new ways in which to respond to briefs and produce high quality products.

The development of online tools have facilitated the gathering and analysis of audience feedback allowing learners greater potential to access a wider audience as part of their planning and research.

The availability of editing and sound aps could also be useful for learners particularly when filming on location.