

**Creative iMedia**

**Centre Handbook**

OCR Level 1 Award for Creative iMedia  
Entry code 04304

OCR Level 1 Certificate for Creative iMedia  
Entry code 04305

OCR Level 1 Diploma for Creative iMedia  
Entry code 04306

OCR Level 2 Award for Creative iMedia  
Entry code 04307

OCR Level 2 Certificate for Creative iMedia  
Entry code 04308

OCR Level 2 Diploma for Creative iMedia  
Entry code 04309

OCR Level 3 Award for Creative iMedia  
Entry code 04310

OCR Level 3 Certificate for Creative iMedia  
Entry code 04311

OCR Level 3 Diploma for Creative iMedia  
Entry code 04312

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# 1 Introduction

The information provided in this handbook is correct at the time of production. Occasionally we may update this information. Please refer to the qualification [webpages](#) for the most up-to-date information.

Staff involved in the delivery of these qualifications must have access to and understand the requirements in this handbook.

You should read this document in conjunction with the [Admin guide: Vocational Qualifications](#).

## 1.1 Qualifications covered by this handbook

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This is the handbook for the following qualifications.

Title	Qualification Number (QN)
OCR Level 1 Award for Creative iMedia	500/8532/3
OCR Level 1 Certificate for Creative iMedia	500/8533/5
OCR Level 1 Diploma for Creative iMedia	500/8534/7
OCR Level 2 Award for Creative iMedia	500/8535/9
OCR Level 2 Certificate for Creative iMedia	500/8529/3
OCR Level 2 Diploma for Creative iMedia	500/8531/1
OCR Level 3 Award for Creative iMedia	500/8413/6
OCR Level 3 Certificate for Creative iMedia	500/8389/2
OCR Level 3 Diploma for Creative iMedia	500/8414/8

These qualification titles and numbers will appear on candidates' certificates.

You should ensure candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

## 1.2 How are these qualifications assessed?

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All units/qualifications are internally assessed by centre staff and externally moderated by us.

## 1.3 Why choose Creative iMedia suite of qualifications?

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The aims of these qualifications are to:

- develop skills and gain underpinning knowledge and understanding which will support entry into the Creative Media sector
- develop candidates' skills and competence in one or more specialist areas in order to meet industry requirements

This will give candidates the opportunity to:

- achieve a nationally recognised qualification valued by employers
- prepare for employment in the Creative Media sector

Candidates achieving one of the qualifications can progress:

- to employment
- to further study in Further Education (FE) or Higher Education (HE)

These qualifications:

- support development of Functional Skills
- are regulated in the Qualifications and Credit Framework (QCF) and may be eligible for funding
- appear on the Register of Regulated Qualifications <http://register.ofqual.gov.uk/>
- are supported by Creative Skillsset, the sector body for Creative Media
- are internally assessed by your assessors and quality assurance personnel and externally moderated by us. Both internal assessment and external moderation use the e-portfolio solution MAPS
- consist of units that relate to the national occupational standards in Creative Media

The Level 3 Certificate for Creative iMedia is part of the advanced Apprenticeship in Creative and Digital Media.

## 1.4 Entry requirements

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All staff involved in the assessment or delivery of these qualifications should understand the requirements of the qualification and match them to the needs and capabilities of individual candidates before entering them for one of these qualifications.

There are no formal entry requirements for these qualifications.

There is no requirement for any specific prior learning. We recommend that an initial assessment should take place to ensure the candidate is capable of reaching the required standards.

## 1.5 Funding

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Some of these qualifications are eligible for funding.

For further details regarding approval and funding eligibility you should refer to the following websites:

Department for Education (DfE) under [Section 96 of the Learning and Skills Act 2000](#)

[Skills Funding Agency](#) for public funding in England

DAQW – [Database of Approved Qualifications](#) for public funding in Wales

[Department for Employment and Learning](#) for public funding in Northern Ireland

[Education Funding Agency](#) for public funding information for 16-19 learners in England

You should use the Qualification Number (QN) when looking for public funding for candidates. Each unit within a qualification will also have a unit reference number.

If you have any queries regarding funding for this qualification contact us by email at [funding@ocr.org.uk](mailto:funding@ocr.org.uk).

## 1.6 Guided learning hours (GLH)

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Guided learning hours indicate the approximate time (in hours) the tutor will spend supervising or directing study time and assessment.

Each qualification requires the following guided learning hours:

Level 1 Award for Creative iMedia minimum 70 GLH.

Level 1 Certificate for Creative iMedia minimum 155 GLH.

Level 1 Diploma for Creative iMedia minimum 280 GLH.

Level 2 Award for Creative iMedia minimum 70 GLH.

Level 2 Certificate for Creative iMedia minimum 180 GLH.

Level 2 Diploma for Creative iMedia minimum 285 GLH.

Level 3 Award for Creative iMedia minimum 80 GLH.

Level 3 Certificate for Creative iMedia minimum 200 GLH.

Level 3 Diploma for Creative iMedia minimum 365 GLH.

## 1.7 Performance tables

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Information on performance tables is available on the [DfE website](#). Detailed information relating to Key Stage 4 performance tables is available at [RAISEonline](#).

## 2 Structure and content

### 2.1 Qualification structure and rule of combination

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Each qualification in the Qualifications and Credit Framework (QCF) has a Rule of Combination (ROC).

The ROC specifies how units can be combined and the overall number of credits to be achieved for the qualification to be awarded.

Candidates do not have to achieve units in any particular order and learning programmes should be tailored to meet individual needs. It is recommended that, wherever possible, you deliver these qualifications holistically by identifying opportunities to link the units and levels.

If a candidate is not able to complete the full qualification, we will issue unit certificates listing the unit(s) and credit achieved.

When combining units for the chosen qualification, it is your responsibility to ensure the rule of combination is followed.

<http://www.ocr.org.uk/qualifications/by-type/vocational-qualifications/media-and-communication/>

The units are available to download from our qualification webpage.

## 2.2 OCR Level 1 Award for Creative iMedia

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### Rule of combination

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To achieve this qualification a candidate must achieve the following:

minimum credit of	9
credit from optional units Level 1	Minimum 6
credit from optional units Level 1 or 2	No limit
credit from optional Adobe units	Maximum 3

Refer to section 2.11 for details of barred combinations, equivalencies and exemptions.

## 2.3 OCR Level 1 Certificate for Creative iMedia

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### Rule of combination

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To achieve this qualification a candidate must achieve the following:

minimum credit of	20
credit from mandatory unit 101	4
credit from optional units Level 1	Minimum 14
credit from optional units Level 1 or 2	No limit
credit from optional Adobe units	Maximum 6

Refer to section 2.11 for details of barred combinations, equivalencies and exemptions.



## 2.4 OCR Level 1 Diploma for Creative iMedia

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### Rule of combination

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To achieve this qualification a candidate must achieve the following:

minimum credit of	37
credit from mandatory unit 101 and unit 102	8
credit from optional units Level 1	Minimum 22
credit from optional units Level 1 or 2	No limit
credit from optional Adobe units	Maximum 9

Refer to section 2.11 for details of barred combinations, equivalencies and exemptions.

## 2.5 OCR Level 2 Award for Creative iMedia

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### Rule of combination

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To achieve this qualification a candidate must achieve the following:

minimum credit of	9
credit from optional units Level 2	Minimum 6
credit from optional units Level 1, 2 or 3	No limit
credit from optional Adobe units	Maximum 3

Refer to section 2.11 for details of barred combinations, equivalencies and exemptions.

## 2.6 OCR Level 2 Certificate for Creative iMedia

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### Rule of combination

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To achieve this qualification a candidate must achieve the following:

minimum credit of	24
credit from mandatory unit 201	4
credit from optional units Level 2	Minimum 16
credit from optional units Level 1, 2 or 3	No limit
credit from optional Adobe units	Maximum 6

Refer to section 2.11 for details of barred combinations, equivalencies and exemptions.

## 2.7 OCR Level 2 Diploma for Creative iMedia

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### Rule of combination

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To achieve this qualification a candidate must achieve the following:

minimum credit of	37
credit from mandatory unit 201 and unit 202	9
credit from optional units Level 2	Minimum 22
credit from optional units Level 1, 2 or 3	No limit
credit from optional Adobe units	Maximum 9

Refer to section 2.11 for details of barred combinations, equivalencies and exemptions.

## 2.8 OCR Level 3 Award for Creative iMedia

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### Rule of combination

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To achieve this qualification a candidate must achieve the following:

minimum credit of	10
credit from optional units Level 3	Minimum 6
credit from optional units Level 2 or 3	No limit
credit from optional Adobe units	Maximum 3

Refer to section 2.11 for details of barred combinations, equivalencies and exemptions.

## 2.9 OCR Level 3 Certificate for Creative iMedia

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### Rule of combination

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To achieve this qualification a candidate must achieve the following:

minimum credit of	24
credit from mandatory unit 301	6
credit from optional units Level 3	Minimum 16
credit from optional units Level 2 or 3	No limit
credit from optional Adobe units	Maximum 6

Refer to section 2.11 for details of barred combinations, equivalencies and exemptions.

## 2.10 OCR Level 3 Diploma for Creative iMedia

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### Rule of combination

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To achieve this qualification a candidate must achieve the following:

minimum credit of	45
credit from mandatory unit 301 and unit 302	13
credit from optional units Level 3	Minimum 27
credit from optional units Level 2 or 3	No limit
credit from optional Adobe units	Maximum 9

Refer to section 2.11 for details of barred combinations, equivalencies and exemptions.

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**Units for Creative iMedia suite of qualifications**


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<b>OCR Unit No</b>	<b>Unit title</b>	<b>Unit Reference No (URN)</b>	<b>Credit value</b>	<b>Level</b>
101	Pre-production skills	Y/600/7677	4	Level 1
102	Digital media skills for asset production	M/600/7684	4	Level 1
103	Special video effects	J/600/7688	5	Level 1
104	Character modelling	J/600/7691	4	Level 1
105	Sound effects	D/600/7700	4	Level 1
106	Storytelling with a comic strip	T/600/7704	4	Level 1
109	Exploring the digital world of media	R/600/7712	4	Level 1
110	Interactive multimedia presentations	D/600/7714	4	Level 1
111	Introduction to web page production	T/600/7718	4	Level 1
112	Creating an animated object	T/600/7721	6	Level 1
113	Digital graphics editing	J/600/7724	4	Level 1
114	Creating a digital audio-visual sequence	H/600/7729	6	Level 1
115	Design and test computer games	M/600/7734	5	Level 1
117	Digital photography	R/600/9301	4	Level 1
201	Pre-production skills	Y/600/7680	4	Level 2
202	Digital media skills for asset production	T/600/7685	5	Level 2
203	Video composite effects	L/600/7689	6	Level 2
204	Character modelling	L/600/7692	6	Level 2
205	Sound effects	K/600/7702	5	Level 2
206	Storytelling with a comic strip	A/600/7705	6	Level 2
207	Virtual performance	J/600/7707	6	Level 2
208	Digital performance	R/600/7709	6	Level 2

<b>OCR Unit No</b>	<b>Unit title</b>	<b>Unit Reference No (URN)</b>	<b>Credit value</b>	<b>Level</b>
<b>210</b>	Interactive multimedia concepts	H/600/7715	5	Level 2
<b>211</b>	Creating a multipage website	A/600/7719	5	Level 2
<b>212</b>	Creating a digital animation	A/600/7722	7	Level 2
<b>213</b>	Digital graphics editing	L/600/7725	5	Level 2
<b>214S</b>	Creating a digital sound sequence	Y/600/7730	5	Level 2
<b>214V</b>	Creating a digital video sequence	D/600/7731	5	Level 2
<b>215</b>	Game design concepts	T/600/7735	4	Level 2
<b>216</b>	Developing digital games using game creation software	F/600/7740	5	Level 2
<b>217</b>	Digital photography	D/600/9303	5	Level 2
<b>A218</b>	Adobe rich media communication using Flash Professional	T/602/5944	3	Level 2
<b>A219</b>	Adobe web communication using Dreamweaver	A/602/5945	3	Level 2
<b>A220</b>	Adobe visual communication using Photoshop	F/602/5946	3	Level 2
<b>301</b>	Pre-production skills	H/600/7682	6	Level 3
<b>302</b>	Digital media skills for asset production	F/600/7687	7	Level 3
<b>303</b>	Video composite effects	F/600/7690	7	Level 3
<b>304</b>	Character modelling	M/600/7698	7	Level 3
<b>305</b>	Sound effects	M/600/7703	6	Level 3
<b>306</b>	Storytelling with a comic strip	F/600/7706	6	Level 3
<b>307</b>	Virtual performance	L/600/7708	6	Level 3
<b>308</b>	Digital performance	J/600/7710	6	Level 3
<b>310</b>	Interactive multimedia design	M/600/7717	6	Level 3
<b>311</b>	Developing an enhanced website	M/600/7720	6	Level 3
<b>312</b>	Creating an interactive digital animation	F/600/7723	8	Level 3
<b>313</b>	Digital graphics editing	R/600/7726	6	Level 3
<b>314S</b>	Creating a digital sound track	H/600/7732	6	Level 3
<b>314V</b>	Creating a digital video sequence	K/600/7733	6	Level 3

<b>OCR Unit No</b>	<b>Unit title</b>	<b>Unit Reference No (URN)</b>	<b>Credit value</b>	<b>Level</b>
<b>315</b>	Game design concepts	A/600/7736	6	Level 3
<b>316</b>	Developing 3D digital games using game creation software	J/600/7741	8	Level 3
<b>317</b>	Digital photography	H/600/9304	6	Level 3

## 2.11 Barred combinations, equivalencies and exemptions

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### 2.11.1 Barred combinations

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These are units that cannot be counted together as part of the rule of combination for these qualifications.

The following table lists the units in these qualifications that are barred with other units.

		<b>L1</b>	<b>L2</b>	<b>L3</b>
One of Units	102 or 202 or 302	M/600/7684	T/600/7685	F/600/7687
One of Units	103 or 203 or 303	J/600/7688	L/600/7689	F/600/7690
One of Units	104 or 204 or 304	J/600/7691	L/600/7692	M/600/7698
One of Units	105 or 205 or 305	D/600/7700	K/600/7702	M/600/7703
One of Units	106 or 206 or 306	T/600/7704	A/600/7705	F/600/7706
One of Units	207 or 307		J/600/7707	L/600/7708
One of Units	208 or 308		R/600/7709	J/600/7710
One of Units	110 or 210 or 310	D/600/7714	H/600/7715	M/600/7717
One of Units	111 or 211 or 311	T/600/7718	A/600/7719	M/600/7720
One of Units	112 or 212 or 312	T/600/7721	A/600/7722	F/600/7723
One of Units	113 or 213 or 313	J/600/7724	L/600/7725	R/600/7726
One of Units	114 or 214S or 314S	H/600/7729	Y/600/7730	H/600/7732
One of Units	114 or 214V or 314V	H/600/7729	D/600/7731	K/600/7733
One of Units	115 or 215 or 315	M/600/7734	T/600/7735	A/600/7736
One of Units	216 or 316		F/600/7740	J/600/7741
One of Units	117 or 217 or 317	R/600/9301	D/600/9303	H/600/9304

### 2.11.2 Equivalencies

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There are no equivalencies for these qualifications.

### 2.11.3 Exemptions

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There are no exemptions for these qualifications.



## 3 Centre assessor and internal standardisation requirements

This section provides information on centre assessor and internal standardisation requirements for electronically moderated qualifications.

### 3.1 Assessment centre requirements

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Tutors should have the relevant level of subject knowledge and skills/ to deliver these qualifications.

Tutors must make sure that the supporting knowledge, understanding and skills requirements for each learning outcome are fully addressed, so that candidates can effectively progress towards meeting the requirements of each assessment criterion.

The knowledge, understanding and skills contained within each unit is not exhaustive. This may be expanded or tailored to particular contexts in which the unit is being taught or to meet the interests and needs of the candidates.

### 3.2 Centre Assessor responsibilities

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The centre assessor is normally the course tutor and is responsible for assessing candidates' evidence.

If you have more than one centre assessor we expect you to make sure that the quality and standard of assessment is consistent (see section 3.3).

Your centre is responsible for identifying staff that are able to act as assessors. We require assessors to have the relevant level of subject knowledge and skills to deliver these qualifications and to assess candidates' work in accordance with the unit specifications and any assessment requirements. Where centre assessment fails to meet national requirements, as determined by the learning outcome and assessment criteria of the unit(s), the unit or claim may be withdrawn.

Assessors must:

- judge candidates' work against the assessment criteria identified in the units and the Evidence Checklists
- identify valid and sufficient evidence (by annotating the evidence)
- ensure candidates' work is authentic (see section 4.8)
- identify gaps in evidence and ensure gaps are filled before the unit is sent to the OCR moderator
- give feedback to candidates
- liaise with other assessors in the centre to ensure assessment decisions are to the required standard
- confirm candidate achievement by completing the evidence checklist and declaration in the MAPS e-portfolio

- ensure copies of candidates' work are saved before submission in MAPS.
- maintain records of candidates' achievements which would be needed in the event of any submission or results enquiries

Centre-assessed work is submitted in the MAPS e-portfolio to the OCR moderator for moderation, so that we can sample it in order to ensure that standards are met.

### 3.3 Centre standardisation for multiple assessors

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If your centre has a number of assessors for these qualifications we recommend best practice is to carry out internal quality assurance and standardisation to ensure all work is assessed to the required standard.

If you are the only assessor in your centre for this qualification then best practice is to ensure that your assessment decisions are standardised. An example would be to ask another assessor in your centre to review a sample of your assessment decisions.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator **could** be nominated. The centre co-ordinator would then be responsible for:

- ensuring that all assessors are assessing to the required standard
- arranging regular standardisation meetings
- ensuring cross-moderation of work between assessors
- maintaining records of the outcome of cross-moderation activities
- advising centre assessors of any discrepancies in assessment
- suggesting ways in which assessment may be brought into line to meet the required standard

## 4 Assessment and moderation

### 4.1 Initial assessment of candidates

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It is important that you carry out an initial assessment to identify candidates' level of competence, knowledge and understanding and any potential gaps that need to be addressed. This will also help you and your candidates identify the most appropriate optional units.

See section 1.4 for information on entry requirements and section 8.9 for recognition of prior learning.

### 4.2 How these qualifications are assessed

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All units are centre-assessed and externally moderated by our moderator. We moderate using the OCR MAPS e-portfolio.

Assessment and moderation can take place at any time.

Achievement at unit level is Pass or Fail.

Please note we use the term moderator throughout this handbook. On Interchange you will see the term examiner-moderator.

Assessment of this qualification will be carried out in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

### 4.3 Assessment and the Data Protection Act

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It is the centre's responsibility to ensure that candidates comply with the Data Protection Act when producing evidence for summative assessment. More information about the candidate's responsibility is available in section 4.5.

### 4.4 Suitable to the needs of the candidate

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We have designed these qualifications so that achievement is accessible to all candidates, in the context of the units.

For candidates who have access requirements see 'Access arrangements including special consideration' (see Section 8.10).

If you think that any aspect of these qualifications unfairly restricts access and progression, please contact our Customer Contact Centre by phone: 024 76 851509 or by email at [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk).

## 4.5 Evidence

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Tutors must assess the evidence for these qualifications and check that each criterion has been successfully met by the candidate before work is signed and sent for external moderation.

Candidates must not reference another individual's personal details in any evidence produced for summative assessment. It is the candidate's responsibility to ensure that any evidence which includes another individual's personal details is anonymised to comply with the Data Protection Act.

The whole assessment and moderation process is carried out in MAPS. You use MAPS to:

- set up your candidates and group them into classes
- allocate units to classes or individual candidates and set a deadline
- enable candidates to create and store their evidence in MAPS
- enable candidates to link their evidence to the allocated unit and submit it to their teacher for marking
- mark the candidate's work and provide them with feedback
- submit work for moderation within MAPS

You should only submit work to OCR for moderation once it has been marked, using the evidence checklist (e-checklist) or the Red Pen Tool in MAPS and confirming it meets all of the assessment criteria required by the unit/s being submitted.

Where permitted by the unit specification, the work of individual candidates may be informed by working with others, for example, in undertaking research, but candidates must provide an individual response as part of any task outcome.

When you are satisfied that the candidate has met all of the requirements for the unit, you must confirm the assessment process is complete. The tutor must make a centre declaration at the point of making the submission. See section 4.6 Evidence checklist in MAPS.

### Types of evidence

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Candidates' evidence should be in an appropriate format to demonstrate the skills or application of knowledge and understanding, as specified in each assessment criteria within the unit.

All evidence should be in a digital form that can be uploaded to MAPS, for example, digital recordings, digitally formatted documents, screen prints, digital photographs supported by a personal statement; reports/logs. Any paper-based evidence should be scanned and uploaded to MAPS in a digital form. A full list of file types that can currently be uploaded to MAPS is detailed in section 4.5 File types supported in MAPS.

If group work is used as evidence, the candidate's contribution must be clearly identified.

Evidence can come from a number of sources. A list of the main sources of evidence is provided below:

- Observation
- Questioning
- Witness statements
- Personal statement

- Tasks or projects.

Candidates should take responsibility for the development of their own portfolios, with appropriate support from tutors and should be aware of the need for clear presentation and ordering as an aid to assessment and referencing once the work is submitted.

Where evidence is relevant to more than one assessment criterion in one or more units, the candidate should cross-reference the evidence within their unit portfolio so that it can be considered by you as centre assessor and by our moderator.

## File types supported in MAPS

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The following is a list of file types that can be uploaded in MAPS:

adp, aif, alb, avi, aws, aww, bld, bmp, ckt, cpt, csv, cw, cwk, cxc, cxi, cyp, cxt, cyp, cyt, db, des, doc, dot, dra, dtd, et, fla, flo, flp, fws, gif, gop, imr, ins, isa, isc, isf, iw2, iws, iwt, jpg, kid, lfl, logo, mdb, mdw, mid, mmm, mms, mov, mp, mp3, mpeg, mpg, mpp, nb2, nbx, od2, paws, pdf, pe, pgs, png, ppf, ppp, pps, ppt, prj, psd, pss, pte, ptt, pub, rar, rtf, ses, sls, spx, stk, swf, td, te, tga, tif, tre, tre, txt, upf, vpf, wav, waw, wks, wma, wmf, wmv, wps, xbk, xls, xlt, zip, 3ds

The file types below may cause a security risk if uploaded directly. As such, these files must be zipped and then uploaded to avoid security problems.

.css .htm .html .asp .xml

## Amount of evidence needed

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It is difficult to give detailed guidance regarding the amount of evidence needed, as it depends on the type of evidence collected and the judgement of the tutor.

The quality and breadth of evidence presented should enable the tutor to confirm the candidate has the required knowledge, understanding, skills and satisfies all the assessment criteria.

It is anticipated that your centre will create programmes of learning for candidates to enable the completion of these units. This may generate additional items of evidence. Your centre is free to do this but should only include the specific evidence required for each unit submitted for moderation.

## 4.6 Evidence checklist in MAPS

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Evidence checklists within MAPS are used to show that all assessment criteria have been met and where the appropriate evidence can be found.

## 4.7 Witness statements / Tutor observation

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A witness statement is used to support work or to support evidence sourced from confidential or sensitive material, e.g. personal information, information on individuals. It should not be used to evidence achievement of a whole unit.

Witness statements can be made verbally to the centre assessor, transcribed or recorded and submitted as evidence.

The witness must not be an individual related to the candidate and must be in a position to make valid comments about their performance, e.g. tutors, assessors or workplace supervisors.

It is not acceptable for the candidate to produce written witness statements for witnesses to sign.

It is not appropriate for a witness statement to contain a list of the skills to which it relates. Witnesses must direct the information in the statements to describing what the candidate did. The centre assessor will then judge whether the candidate's activities demonstrate they meet the standards.

Witness statements must include the following:

- the candidate's name
- the date, time and venue of the activity
- a description of the activities performed by the candidate
- the date the statement was written
- a description of their relationship to the candidate
- the witness' signature and job title
- the witness' contact details (such as telephone number).

## 4.8 Authentication

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Tutors/assessors must be confident that the work they mark is the candidate's own. This does not mean that a candidate must be supervised throughout the completion of all work but the tutor/assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of the candidate's work.

Wherever possible, the tutor/assessor should discuss work-in-progress with candidates. This will not only ensure that work is underway in a planned and timely manner but will also provide opportunities for tutors/assessors to check authenticity of the work and provide general feedback.

Candidates must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge a source correctly. Plagiarism is considered to be malpractice and could lead to the candidate being disqualified. Plagiarism sometimes occurs innocently when candidates are unaware of the need to reference or acknowledge their sources. It is therefore important that you ensure candidates understand:

- the work they submit must be their own
- the meaning of plagiarism and what penalties may be applied.

Candidates may refer to research, quotations or evidence but they must list their sources.

If the qualification allows for candidates to work in groups or with others, for example, in undertaking research, individual responses must be provided as part of any task outcomes.

**Please note:** When submitting evidence for moderation in MAPS you will be required to make a centre declaration confirming the authenticity of the candidate's work. For this reason your centre should **also** hold a signed candidate authentication statement for all candidates submitting work in MAPS (available from our [website](#)).

## 4.9 Submitting claims

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In MAPS all electronic evidence is submitted directly within the system for moderation. See the user guides and video tutorials available in MAPS.

There are no specific deadlines for making certification claims; however, it is important only to make claims when you are confident that the requirements for the unit have been met.

You should only submit work for moderation once it has been marked, using the evidence checklist (e-checklist) or the Red Pen Tool in MAPS and confirming it meets all of the assessment criteria required by the unit/s being submitted.

When you are ready to submit work for moderation in MAPS you will also need to make a claim. Each claim has a unique number that links the claim in Interchange with the work submitted in MAPS so both **must** contain the same combination of candidates and unit/s. In MAPS unit/s can only be submitted for the same level at the same time, e.g. level 2 **or** level 3 but not both. Therefore any claim created in Interchange should be for unit/s at the same level **only**.

You **do** need to complete and retain a signed candidate authentication statement for each candidate submitting work in MAPS.

Emails are sent from both Interchange and MAPS to your allocated moderator to inform them that there is a claim to be processed in Interchange and work to be moderated in MAPS.

There are two options for creating the claim. These are described below:

### Claiming in MAPS

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The claim in Interchange can be completed directly from MAPS.

Choose the unnamed entries option in MAPS and select the entries for the qualification you want to claim the units against. The unit and candidates details will automatically be sent to Interchange and the claim number returned to MAPS. You will be asked to complete the declaration, enter your MAPS password and finally submit the work in MAPS.

### Claiming in Interchange

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You can continue to complete the claim in Interchange and copy the claim number to MAPS when you submit the work.

Choose the named entries option in MAPS and enter the claim number. You will be asked to complete the declaration, enter your MAPS password and finally submit the work in MAPS.

## 4.10 External moderation – how it works

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Candidate work is submitted to the allocated OCR moderator who will moderate your centre assessment decisions in order to ensure that standards are being met. This is achieved through systematic sampling and the assessment decisions of each centre assessor submitting work will be sampled.

The moderation works on a process of sampling. If we identify any errors in your assessment decisions we then check that decision against all of your candidates. This system is well established as a highly accurate method of moderation. If, however, substantial errors are found in your assessment, the accuracy of the sampling procedure may become questionable, in which case we extend the sample and will potentially moderate all evidence within the claim.

A sanction will be applied where the work submitted does not meet the required standards. Any units which have not met the standards will be withdrawn.

The moderator will complete a centre feedback report for the claim; this will be available to view on Interchange, unless the whole claim is withdrawn. If our moderator has withdrawn the whole claim, rather than just individual candidates, we will send you the report directly (not via Interchange). If your centre assessment is satisfactory, arrangements will be made for certification.

In the following circumstances, a Centre Request Letter will be forwarded to your centre by OCR Operations:

- if a moderator is unable to process a unit because work is missing, not visible in MAPS, or it has not been claimed on Interchange
- if there is a problem with the claim, or the documentation is incorrect

You should provide the information on receipt of this letter so that moderation can take place. If you do not respond promptly it may result in withdrawal of all or part of the claim. A delayed response may also result in certificates not being received within the published timescales.

If the unit is withdrawn a new claim will need to be made when the evidence is re-submitted.

Moderators are not permitted to enter into direct contact with your centre. In no circumstances must your centre attempt to contact your moderator in any way other than through posting or emailing candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk) or contact us by phone on 024 7685 1509.

## 4.11 Centre feedback reports

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Once moderation is complete, the moderator will produce a centre feedback report for each claim. This form is a multi-purpose document which is used to:

- record any adjustments to your centre's assessment or administration
- provide feedback to your centre on possible issues with your centre's assessment or administration.

**To view the report, log in to Interchange. Hover over 'Centre information' and then click on 'examiner-moderator reports'.**

The content of this report is intended to be a constructive and essential part of the standardisation process designed to ensure consistent assessment nationally. This report will detail any changes to the results awarded by your centre, giving reasons and providing examples where appropriate. If your centre assessment is satisfactory, arrangements will be made for certification.

Where several claims have been submitted for the same scheme code, on the same day, a single report may cover all claims.



## 4.12 Centre malpractice guidance

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It is the responsibility of the Head of Centre<sup>1</sup> to report (in writing) all cases of suspected malpractice involving centre staff or candidates. A Joint Council of Qualifications (JCQ) Report of Suspected Malpractice form (JCQ/M1), which is available to download from the JCQ website, should be completed and emailed to [malpractice@ocr.org.uk](mailto:malpractice@ocr.org.uk).

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly and report the outcomes to OCR.

Further information is contained in the publication: [OCR Malpractice Procedures - A Guide for Centres](#) and the JCQ publication: *General and Vocational Qualifications – Suspected Malpractice in Examinations and Assessments* which is available from [www.jcq.org.uk](http://www.jcq.org.uk).

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<sup>1</sup> The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, e.g. the Principal of a College, the Head Teacher of a school, the Managing Director of a Private Training Provider or the Group Training Manager of a major company.

# 5 Support

## 5.1 Free resources

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The following materials are available on our website:

- This centre handbook
- Exemplar material for various units.
- Support materials:
  - Skills guide
  - Unit 101- Pre-production – Scheme of work and lesson plan
  - Unit 102 – Digital media skills - Scheme of work and lesson plan
  - Unit 201 – Pre-production – Scheme of work and lesson plan
  - Unit 202 – Digital media skills - Scheme of work and lesson plan
  - Unit 301 – Pre-production – Scheme of work and lesson plan
  - Unit 302 – Digital media skills - Scheme of work and lesson plan
  - Evidence checklists
- MAPS documents (available in the Help section in MAPS when you login):
  - Student and teacher user guides
  - Video tutorials.
- Units

## 5.2 Interchange

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Interchange has been designed to help you to carry out day-to-day administration functions online, quickly and easily. The site allows you to buy candidate entries, make claims (via MAPS) see the progress of your claims and read centre feedback. In addition, you will have immediate and free access to candidate information. Sign up at [www.ocr.org.uk/ocr-for/exams-officers/interchange/](http://www.ocr.org.uk/ocr-for/exams-officers/interchange/).

## 5.3 Professional Development Programme

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We are constantly looking for ways to improve the support we offer to tutors and to make our professional development programme more accessible and convenient to all.

To find out more about our Professional Development Programme, please visit our website at <http://www.ocr.org.uk/i-want-to/find/professional-development/>.

## 5.4 Documents referred to in this handbook

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Our publications:

- [\*Admin guide: Vocational Qualifications\*](#)
- [\*Making entries for vocational qualifications via Interchange\*](#)
- [\*Making online claims for vocational qualifications\*](#)
- [\*Fees list.\*](#)

Joint Council of Qualifications (JCQ) publications at [www.jcq.org.uk](http://www.jcq.org.uk)

- *Access Arrangements, Reasonable Adjustments and Special Consideration*
- *Instructions for Conducting Examinations*
- *Suspected Malpractice in Examinations and Assessments.*

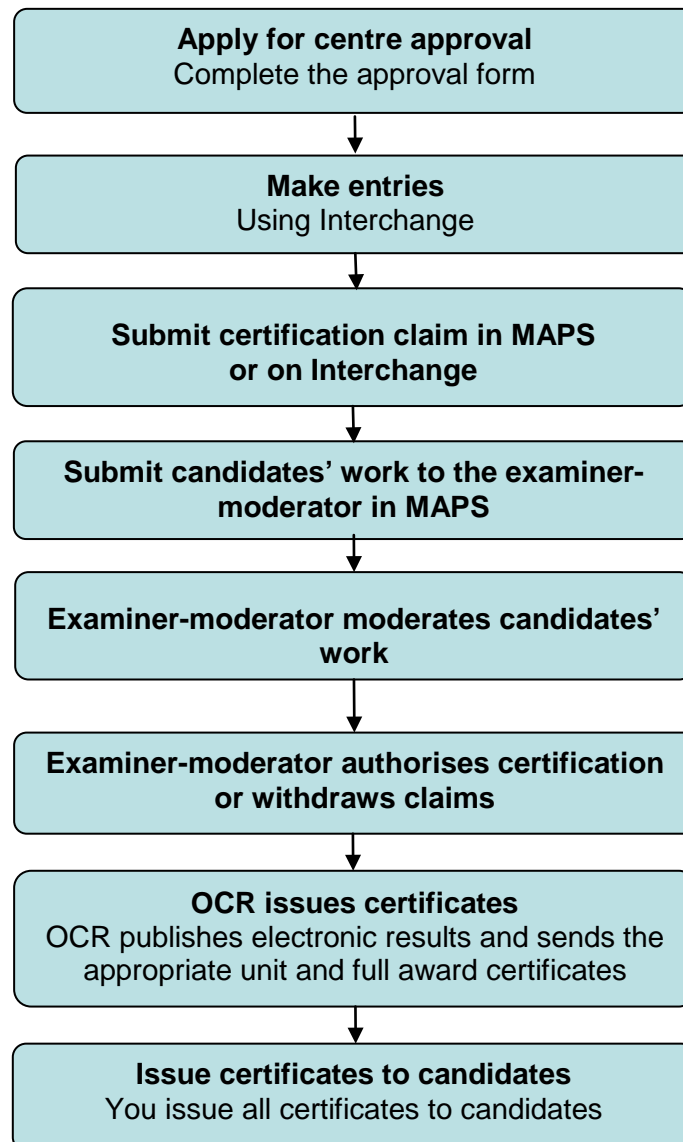
Ofqual Regulatory documents at [ofqual.gov.uk/how-we-regulate/regulatory-documents/](http://ofqual.gov.uk/how-we-regulate/regulatory-documents/)

# 6 Administration

## 6.1 Overview of full process

The flow chart below provides a summary of the administration process for the qualifications.

For detailed information on the administration process you must refer to our [Admin guide: Vocational Qualifications](#).



## 6.2 How to apply for centre approval

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Your centre can either complete and submit the electronic [Centre Approval Form](#) available on our website or download the form and return the paper version to OCR Operations.

If you have any queries about centre approval contact our Customer Contact Centre on 024 7685 1509.

## 6.3 Making entries

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### 6.3.1 Entry codes

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You can enter candidates for the full qualification or individual units using the following qualification entry codes:

The qualifications are internally assessed by centre staff and externally moderated by us.

OCR entry code	Title	Qualification Number
04304	OCR Level 1 Award in Creative iMedia	500/8532/3
04305	OCR Level 1 Certificate in Creative iMedia	500/8533/5
04306	OCR Level 1 Diploma in Creative iMedia	500/8534/7
04307	OCR Level 2 Award in Creative iMedia	500/8535/9
04308	OCR Level 2 Certificate in Creative iMedia	500/8529/3
04309	OCR Level 2 Diploma in Creative iMedia	500/8531/1
04310	OCR Level 3 Award in Creative iMedia	500/8413/6
04311	OCR Level 3 Certificate in Creative iMedia	500/8389/2
04312	OCR Level 3 Diploma in Creative iMedia	500/8414/8

The units and any supporting documentation for these qualifications can be found on our [website](#).

### 6.3.2 Making entries for moderated qualifications/units

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Centres must be approved to offer these qualifications in order to make entries. We recommend your centre applies to become an approved centre well in advance of making your first entries.

Entries must be made via Interchange - OCR's secure extranet facility. For full details of the process see [Making entries for vocational qualifications via Interchange](#).

Candidates should be entered for the full award (qualification) **or** individual units; they should not be entered for both.

#### Options for candidate entry:

- Full award entry – Where candidates intend to complete the whole qualification, rather than just individual units, they can be entered for the full award. This is often a more cost-effective way of making entries. However if the candidate does not complete the full award, the remaining units cannot be transferred to another candidate. Following qualification achievement, if a candidate wishes to progress to the next size of qualification, e.g. from an Award to a Certificate, you could buy additional units or a full award entry. Please see the [Fees list](#) for qualification and unit fees.
- Unit entry – Candidates can build their qualification unit by unit. This entry route may be useful if your centre is unsure whether a candidate is intending to complete the full qualification.

#### Route for making entries:

- Unnamed entry – This allows you to order a number of units or qualifications in bulk, without specifying who will be taking them. This increases the flexibility of the administration. When you use **unnamed** unit or qualification entries the claim in Interchange can be completed directly from MAPS. (When you create a claim in MAPS the candidates' details will automatically be imported into Interchange.)

Centres must have made an entry for a qualification or a unit in order for us to provide your OCR moderator's details.

## 6.4 Unique Learner Numbers (ULN) and the Personal Learning Record (PLR)

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Ofqual requires Awarding Organisations to capture the Unique Learner Number (ULN) for all candidates who have claimed certification for any of these qualifications. It is also a condition of funding that all candidates that claim certification for publically funded qualifications must have a valid ULN.

The Personal Learning Record (PLR) is a permanent, online record of a candidate's qualifications and achievements and supports Credit Accumulation and Transfer (CAT). Each unit and qualification in the Qualifications and Credit Framework (QCF) has a credit value. The PLR enables learners to accumulate a record of their achievements within one place and supports the transfer of credit for these units between learning providers and awarding organisations, therefore supporting learners to gain full qualifications.

Learners over the age of 14 in UK education or training can access the PLR using their ULN. Learners keep the same ULN to access their PLR throughout their lives and whatever their level of learning.

Where a candidate has a ULN, you must enter their ten digit number in the ULN field in MAPS where registering your candidates there. For candidates who do not have a ULN, a claim will still

be accepted if you leave this field blank, but OCR will not be able to send these achievements to the PLR.

Further information about this can be found in the [Admin guide: Vocational Qualifications](#) and at the [Learner Records Service](#).

## 6.5 How to make certificate claims

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You can make your claim in MAPS which will feed into Interchange. Alternatively you can make your claim via OCR Interchange. For full details of the process in Interchange see [Making online claims for vocational qualifications](#).

If you claim directly from MAPS the work will be submitted at the same time you make the claim in MAPS.

**Please note if you create your claim in Interchange the work must be submitted in MAPS within 24 hours of the claim being made.**

Where candidates achieve the qualifications/units we will issue certificates 21 working days after you submit your candidate work to the examiner moderator.

## 6.6 Enquiries about results

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Please refer to the [Admin guide: Vocational Qualifications](#).

# 7 Certification

Candidates who achieve the full qualification will receive:

- a unit certificate listing the unit or units achieved, with their related credit value and the unit reference number(s), and
- a certificate stating the full qualification title and the qualification number.

Candidates who achieve one or more units, but who do not meet the credit requirements for a full qualification, will receive a certificate listing the units they have achieved along with their credit value.

## 7.1 Claiming certificates

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Certificates will be issued directly to your centre for successful candidates. See Section 6.5.

## 7.2 Multiple certificates recognising candidate achievement

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Your centre may receive certificates for qualifications that are part of a suite the candidate has not been entered for. For example, a candidate entered for and achieving a Diploma qualification, will also receive the Award and Certificate if they achieve the required units.

As your centre claims units for one of these qualifications, our system will, for each candidate, validate the combination of units matching the rule of combination for this qualification.

In the process we will also check against the OCR candidate number:

- for OCR qualifications/units already claimed and if these contribute to this qualification
- to identify if this claim contributes to the achievement of the rule of combination for other OCR qualifications.

If this is the case certificates will be automatically generated to recognise the candidate's achievement.

## 7.3 Replacement certificates

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For details on replacement certificates see the [Admin guide: Vocational Qualifications](#).



## 8 Other information

### 8.1 National Occupational Standards (NOS)

These qualifications provide a key progression route between education and employment or further study/training leading to employment. They are directly relevant to the needs of employers and relate National Occupational Standards (NOS).

OCR Creative iMedia		Content crossover with National Occupational Standards	
Unit	Title		
101	Pre-production skills	IM1	Work Effectively in Interactive Media
102	Digital media skills for asset production	IM1 IM2 IM3	Work Effectively in Interactive Media Obtain Assets For Use In Interactive Media Products Prepare Assets For Use In Interactive Media Products
103	Special video effects	IM1	Work Effectively in Interactive Media
104	Character modelling	IM1 ANIM 17	Work Effectively in Interactive Media Build Characters (Models) for Stop Motion Animation
105	Sound effects	IM1 IM27	Work Effectively in Interactive Media Create Sound Effects For Interactive Media Products
106	Storytelling with a comic strip	IM1 ANIM 7	Work Effectively in Interactive Media Write a Script
109	Exploring the digital world of media	IM1	Work Effectively in Interactive Media
110	Interactive multimedia presentations	IM1 IM6	Work Effectively in Interactive Media Use Authoring Tools To Create Interactive Media Products
111	Introduction to web page production	IM1 IM16	Work Effectively in Interactive Media Plan Content For Web And Multimedia Products
112	Creating an animated object	IM1 ANIM 12 ANIM 15	Work Effectively in Interactive Media Create 2D Animation Create 3D Animation
113	Digital graphics editing	IM1 PI – 16	Work Effectively in Interactive Media Undertake Technical Adjustment of Images
114	Creating a digital audio-visual sequence	IM1 ANIM 21 S17	Work Effectively in Interactive Media Create Digital Visual Effects Record sound on location
115	Design and test computer games	IM1 IM20 IM22	Work Effectively in Interactive Media Design Electronic Games Test Electronic Games
117	Digital photography	IM1 PI – 2 PI-3 PI – 7	Work Effectively in Interactive Media Agree the Photo Imaging Brief Plan and Organise Photographic Assignments Undertake Photographic Assignments

OCR Creative iMedia		Content crossover with National Occupational Standards	
Unit	Title		
201	Pre-production skills	IM1	Work Effectively in Interactive Media
202	Digital media skills for asset production	IM1 IM2 IM3	Work Effectively in Interactive Media Obtain Assets For Use In Interactive Media Products Prepare Assets For Use In Interactive Media Products
203	Video composite effects	IM1	Work Effectively in Interactive Media
204	Character modelling	IM1 ANIM 17	Work Effectively in Interactive Media Build Characters (Models) for Stop Motion Animation
205	Sound effects	IM1 IM27	Work Effectively in Interactive Media Create Sound Effects For Interactive Media Products
206	Storytelling with a comic strip	IM1 ANIM 7	Work Effectively in Interactive Media Write a Script
207	Virtual performance	IM1	Work Effectively in Interactive Media
208	Digital performance	IM1	Work Effectively in Interactive Media
210	Interactive multimedia concepts	IM1 IM6 IM16	Work Effectively in Interactive Media Use Authoring Tools To Create Interactive Media Products Plan Content For Web And Multimedia Products
211	Creating a multipage website	IM1 IM16	Work Effectively in Interactive Media Plan Content For Web And Multimedia Products
212	Creating a digital animation	IM1 ANIM 12 ANIM 15	Work Effectively in Interactive Media Create 2D Animation Create 3D Animation
213	Digital graphics editing	IM1 PI – 16	Work Effectively in Interactive Media Undertake Technical Adjustment of Images
214S	Creating a digital sound sequence	IM1 S17 S16	Work Effectively in Interactive Media Record sound on location Make sound recordings
214V	Creating a digital video sequence	IM1 C12	Work Effectively in Interactive Media Provide Assistance to record and review the video image
215	Game design concepts	IM1 IM20 IM22	Work Effectively in Interactive Media Design Electronic Games Test Electronic Games
216	Developing digital games using game creation software	IM1	Work Effectively in Interactive Media
217	Digital photography	IM1 PI – 2 PI-3 PI – 7	Work Effectively in Interactive Media Agree the Photo Imaging Brief Plan and Organise Photographic Assignments Undertake Photographic Assignments

OCR Creative iMedia		Content crossover with National Occupational Standards	
Unit	Title		
301	Pre-production skills	IM1	Work Effectively in Interactive Media
302	Digital media skills for asset production	IM1 IM2  IM3  PI 1	Work Effectively in Interactive Media Obtain Assets For Use In Interactive Media Products Prepare Assets For Use In Interactive Media Products Apply Copyright and Other Laws Relating to Usage and Licensing of Images
303	Video composite effects	IM1 PI 1	Work Effectively in Interactive Media Apply Copyright and Other Laws Relating to Usage and Licensing of Images
304	Character modelling	IM1 ANIM 17  PI 1	Work Effectively in Interactive Media Build Characters (Models) for Stop Motion Animation Apply Copyright and Other Laws Relating to Usage and Licensing of Images
305	Sound effects	IM1 IM27	Work Effectively in Interactive Media Create Sound Effects For Interactive Media Products
306	Storytelling with a comic strip	IM1 ANIM 7 PI 1	Work Effectively in Interactive Media Write a Script Apply Copyright and Other Laws Relating to Usage and Licensing of Images
307	Virtual performance	IM1 PI 1	Work Effectively in Interactive Media Apply Copyright and Other Laws Relating to Usage and Licensing of Images
308	Digital performance	IM1 PI 1	Work Effectively in Interactive Media Apply Copyright and Other Laws Relating to Usage and Licensing of Images
310	Interactive multimedia design	IM1 IM6  IM10 IM16	Work Effectively in Interactive Media Use Authoring Tools To Create Interactive Media Products Initiate Interactive Media Projects Plan Content For Web And Multimedia Products
311	Developing an enhanced website	IM1 IM16 IM30	Work Effectively in Interactive Media Plan Content For Web And Multimedia Products Optimise Web Pages For Search Engines
312	Creating an interactive digital animation	IM1 ANIM 12 ANIM 15 PI 1	Work Effectively in Interactive Media Create 2D Animation Create 3D Animation Apply Copyright and Other Laws Relating to Usage and Licensing of Images

<b>313</b>	Digital graphics editing	IM1 PI – 16 PI 1	Work Effectively in Interactive Media Undertake Technical Adjustment of Images Apply Copyright and Other Laws Relating to Usage and Licensing of Images
<b>314S</b>	Creating a digital sound track	IM1 S17 S16	Work Effectively in Interactive Media Record sound on location Make sound recordings
<b>314V</b>	Creating a digital video sequence	IM1 C12 PI 1	Work Effectively in Interactive Media Provide Assistance to record and review the video image Apply Copyright and Other Laws Relating to Usage and Licensing of Images
<b>315</b>	Game design concepts	IM1 IM20 IM22 PI 1	Work Effectively in Interactive Media Design Electronic Games Test Electronic Games Apply Copyright and Other Laws Relating to Usage and Licensing of Images
<b>316</b>	Developing 3D digital games using game creation software	IM1 PI 1	Work Effectively in Interactive Media Apply Copyright and Other Laws Relating to Usage and Licensing of Images
<b>317</b>	Digital photography	IM1 PI – 2 PI-3 PI – 7  PI 1	Work Effectively in Interactive Media Agree the Photo Imaging Brief Plan and Organise Photographic Assignments Undertake Photographic Assignments Apply Copyright and Other Laws Relating to Usage and Licensing of Images

## 8.2 Functional skills

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Training provided for these qualifications may help to prepare candidates for functional skills assessment, e.g. being able to plan a website to a specific brief. It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

## 8.3 Avoidance of bias

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We have taken great care in the preparation of these qualifications to avoid bias of any kind. Special focus is given to the nine strands of the Equality Act with the aim of ensuring both direct and indirect discrimination is avoided.

## 8.4 Regulatory requirements

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These qualifications comply with Ofqual's *General Conditions of Recognition* and Ofqual's *Regulatory Arrangements for the Qualifications and Credit Framework (Ofqual, August 2008)*.

These qualifications have been regulated by Ofqual for delivery in England and Northern Ireland during the life of the qualifications and approved by the Welsh Government for use by centres in Wales.

Ofqual regulates qualifications, examinations and assessments in England and vocational qualifications in Northern Ireland. It does not regulate degrees.

CCEA regulates non-vocational qualifications in Northern Ireland.

The Welsh Government regulates qualifications, examinations and assessments in Wales. It does not regulate degrees.

## 8.5 Language

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These qualifications and any associated assessment materials are in English only. Only answers provided in English will be assessed.

## 8.6 Mode of delivery

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You are free to deliver these qualifications using any mode of delivery that meets the needs of your candidates. Whatever mode of delivery is used, you must ensure that candidates have appropriate access to the resources identified in this handbook and units.

You should consider the candidates' complete learning experience when designing learning programmes. This is particularly important where candidates are studying part time alongside work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by your staff.

We do not specify the mode of study or a time limit for the achievement of these qualifications other than the last entry/last certification dates. We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our [last entry/certification notification](#).

## 8.7 Centre resources and requirements

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Candidates will require software that enables them to complete all of the assessment criteria in accordance with the unit and assessment guidance. We do not recommend specific software for any units. Candidates also need access to MAPS to upload and hand in their evidence. They should be set up with their own account in MAPS by the centre. Your centre should ensure that appropriate physical resources are made available to candidates. Each unit will contain guidance on the resources required.

Your centre must provide appropriate assessment facilities for candidates that comply with our regulations stated in the [Admin guide: Vocational Qualifications](#) and the [JCQ Instructions for Conducting Examinations](#).

## 8.8 Delivery in Wales and Northern Ireland

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Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur neutral terms have been used so that candidates may apply whatever is appropriate to their own situation.

We will provide handbooks, assessments and supporting documentation in English.

Further information about the provision of assessment materials in Welsh and Irish may be obtained from our Customer Contact Centre: 024 7685 1509.

## 8.9 Recognition of Prior Learning (RPL)

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Within the QCF, recognition of prior learning (RPL) is defined as 'A method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.' ([Regulatory arrangements for the Qualifications and Credit Framework Ofqual/08/3726.](#)) We encourage the use of RPL and you should advise your learners that they can bring forward any relevant learning (gained either informally or formally) so that it can be assessed against the assessment criteria specified in the unit, or units, the learner aims to complete. It is important that you make it clear to your learners that the RPL process is concerned with how the learner has acquired the knowledge, understanding or skills; it does not mean the learner is exempt from the assessment.

The currency of knowledge and ability is often important when recognising skills and competencies. Where assessment is devolved to centres through assignments or portfolio-building, centre staff must judge the relevance of prior learning in all its aspects (including currency) to the qualification being assessed, before we will quality assure and authorise certification.

## 8.10 Access arrangements and special consideration

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Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates.

It is important that your centre identifies as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and your centre. Centre staff should consult the Joint Council of Qualifications' (JCQ) booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* at [www.jcq.org.uk](http://www.jcq.org.uk).

You should also refer to this document for candidates who require a post-examination adjustment (special consideration) to reflect temporary illness, indisposition or injury at the time the assessment was taken.

For further guidance on access arrangements and special consideration refer to the [Admin guide: Vocational Qualifications](#).

## 8.11 Wider issues

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These qualifications provide opportunities for you to develop candidates' understanding of wider issues: spiritual, moral, ethical, social, legislative, economic and cultural issues as well as an awareness of sustainable development, health and safety considerations and European developments consistent with international agreements.

For example in these qualifications you may be able to address moral, social and ethical issues:

- the rights of an individual to be informed of and to access data held about them by an organisation (Data Protection Act)
- the copyrights of individuals and organisations over published electronic data
- confidentiality of information (employer and clients); the need to ensure data security computer misuse
- responsibility of honesty and accuracy in recording, manipulating and presenting data.

## 9 Contacting us

### 9.1 Customer feedback and enquiries

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If you have any comments or enquiries about the qualifications in this handbook you can contact one of our customer contact advisers. You can:

**write to:** Customer Contact Centre  
OCR  
Progress House  
Westwood Way  
Coventry  
CV4 8JQ

**email:** [vocational.qualifications@ocr.org.uk](mailto:vocational.qualifications@ocr.org.uk)

**telephone:** 024 7685 1509

**fax:** 024 7642 1944

You could also visit our website at [www.ocr.org.uk](http://www.ocr.org.uk) for further information about our qualifications.

### 9.2 Complaints

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All complaints will be handled sensitively and speedily and used to inform how we can improve our service to customers.

If you are not satisfied with a product or service we have provided please follow the process set out in our [complaints policy](#).

You can:

**write to:** Director of Assessment Standards  
OCR  
1 Hills Road  
Cambridge  
CB1 2EU

**email:** [complaints@ocr.org.uk](mailto:complaints@ocr.org.uk)

Contact our Customer Contact Centre on:

**telephone:** 024 7685 1509

**fax:** 024 7642 1944



# 10 Qualification summary

## 10.1 Level 1 Award for Creative iMedia summary

<b>OCR entry code</b>	04304	<b>Qualification Number (QN)</b>		500/8532/3
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	Yes	Yes	No	Yes
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>those in full-time education who wish to gain access to the Creative Media industry</li> <li>those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role</li> <li>those following part-time courses for skill development or recreational purposes</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification.			
<b>Credit requirement</b>	See Section 2.2 of the centre handbook for details on how you make up the 9 credits.			
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) using OCR MAPS e-portfolio and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a>.</p>			

## 10.2 Level 1 Certificate for Creative iMedia summary

<b>OCR entry code</b>	04305	<b>Qualification Number (QN)</b>		500/8533/5
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	Yes	Yes	No	Yes
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>those in full-time education who wish to gain access to the Creative Media industry</li> <li>those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role</li> <li>those following part-time courses for skill development or recreational purposes</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Credit requirement</b>	See Section 2.3 of the centre handbook for details on how you make up the 20 credits.			
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) using OCR MAPS e-portfolio and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a>.</p>			

## 10.3 Level 1 Diploma for Creative iMedia summary

<b>OCR entry code</b>	04306	<b>Qualification Number (QN)</b>		500/8534/7
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	Yes	Yes	No	Yes
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>those in full-time education who wish to gain access to the Creative Media industry</li> <li>those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role</li> <li>those following part-time courses for skill development or recreational purposes</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Credit requirement</b>	See Section 2.4 of the centre handbook for details on how you make up the 37 credits.			
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) using OCR MAPS e-portfolio and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a>.</p>			

## 10.4 Level 2 Award for Creative iMedia summary

<b>OCR entry code</b>	04307	<b>Qualification Number (QN)</b>	500/8535/9	
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	Yes	Yes	No	Yes
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>those in full-time education who wish to gain access to the Creative Media industry</li> <li>those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role</li> <li>those following part-time courses for skill development or recreational purposes</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Credit requirement</b>	See Section 2.5 of the centre handbook for details on how you make up the 9 credits.			
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) using OCR MAPS e-portfolio and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a>.</p>			

## 10.5 Level 2 Certificate for Creative iMedia summary

<b>OCR entry code</b>	04308	<b>Qualification Number (QN)</b>		500/8529/3
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	Yes	Yes	No	Yes
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>those in full-time education who wish to gain access to the Creative Media industry</li> <li>those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role</li> <li>those following part-time courses for skill development or recreational purposes</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Credit requirement</b>	See Section 2.6 of the centre handbook for details on how you make up the 24 credits.			
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) using OCR MAPS e-portfolio and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a>.</p>			

## 10.6 Level 2 Diploma for Creative iMedia summary

<b>OCR entry code</b>	04309	<b>Qualification Number (QN)</b>		500/8531/1
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	Yes	Yes	No	Yes
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>those in full-time education who wish to gain access to the Creative Media industry</li> <li>those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role</li> <li>those following part-time courses for skill development or recreational purposes</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Credit requirement</b>	See Section 2.7 of the centre handbook for details on how you make up the 37 credits.			
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) using OCR MAPS e-portfolio and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a>.</p>			

## 10.7 Level 3 Award for Creative iMedia summary

<b>OCR entry code</b>	04310	<b>Qualification Number (QN)</b>	500/8413/6	
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	No	Yes	No	Yes
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and dynamic job role</li> <li>those following part-time courses for skill development or recreational purposes</li> <li>those in full-time education who have some skills in this area, but wish to gain more specialist skills in order to gain access to the iMedia industry</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Credit requirement</b>	See Section 2.8 of the centre handbook for details on how you make up the 10 credits.			
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) using OCR MAPS e-portfolio and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a>.</p>			

## 10.8 Level 3 Certificate for Creative iMedia summary

<b>OCR entry code</b>	04311	<b>Qualification Number (QN)</b>		500/8389/2
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	No	Yes	No	Yes
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and dynamic job role</li> <li>those following part-time courses for skill development or recreational purposes</li> <li>those in full-time education who have some skills in this area, but wish to gain more specialist skills in order to gain access to the iMedia industry</li> <li>This qualification also contributes to the Advanced Apprenticeship in Creative and Digital Media</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Credit requirement</b>	See Section 2.9 of the centre handbook for details on how you make up the 24 credits.			
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) using OCR MAPS e-portfolio and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a>.</p>			



## 10.9 Level 3 Diploma for Creative iMedia summary

<b>OCR entry code</b>	04312	<b>Qualification Number (QN)</b>	500/8414/8	
<b>Approved age group</b>	Pre-16	16-18	18+	19+
	No	Yes	No	Yes
<b>This qualification is suitable for</b>	<ul style="list-style-type: none"> <li>those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and dynamic job role</li> <li>those following part-time courses for skill development or recreational purposes</li> <li>those in full-time education who have some skills in this area, but wish to gain more specialist skills in order to gain access to the iMedia industry</li> </ul>			
<b>Entry requirements</b>	There are no formal entry requirements for this qualification			
<b>Credit requirement</b>	See Section 2.10 of the centre handbook for details on how you make up the 45 credits.			
<b>Assessment model</b>	<p>This qualification is pass/fail.</p> <p>This qualification is internally assessed by your assessors and quality assurance personnel (e.g. teachers, tutors) using OCR MAPS e-portfolio and externally moderated by OCR.</p>			
<b>Last date to enter candidates</b>	<p>This is the operational end date for the qualification.</p> <p>We will notify you at least six months before the qualification closes for entries and this information will be available on Ofqual's register of accredited qualifications and our <a href="#">last entry/certification notification</a>.</p>			