Chief Verifier Report

Creative and Digital Media Competence Level 3

2012-2013

Scheme 10323

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REPORT FOR PUBLICATION
Please identify under each section a summary of the key issues which have arisen during the year within each of these categories.

1. The qualifications and standards

- **Structure and content**

  The Level 3 Creative and Digital Media Competence Diploma is the work based qualification that contributes towards the Creative and Digital Media Apprenticeship. This scheme (10323) is a verified qualification that replaces the older (03364), which was externally moderated.

  In order to deliver this scheme, centres must follow OCR procedures for Verified Qualifications and complete the associated approval process for this type of qualification. External Quality Assurance (EQA) visits are completed that checks the centres resources, learner support, assessment and internal quality assurance processes. Assessor and IQA/internal verifiers must hold a suitable assessor/verifier qualification eg D32/33/34, A1/V1 etc. If the assessors and verifiers do not have these, all assessment and internal quality sampling must be countersigned by a suitably qualified person. The assessors and verifiers should also be working towards obtaining their own assessor/verifier awards.

  The qualification is structured around work based learning rather than classroom based learning. The evidence of meeting the respective assessment criteria should be appropriate to the work place and employer. In order to pass any unit, evidence must be provided for all the assessment criteria. The overall submission should also be consistent with Level 3 and a 'best fit' philosophy applies in this context.

  The competence units have very different evidencing requirements to the knowledge based qualification (ie Level 3 Certificate in Creative iMedia). When delivering the apprenticeship programme, it is suggested that reference should also be made to the annual report for the [QCF] Creative iMedia qualification.

Centre Assessment:	**Findings:**
	The nature of evidence is typically quite varied and relevant to the working practices of the employer. Different types of evidence include professional discussions and witness statements in addition to the candidates own portfolio of evidence.
	A range of assessment methods must be used such as reports, observations, witness testimony, projects and work products. Over the last year a number of centres are continuing to focus primarily on reports and assignments, which is not always typical of workplace based evidence. The evidence gathering process should not be too much of a burden when a suitable work placement has been made. The day to day activities that the apprentice completes should allow them to generate evidence that contributes towards the appropriate units. Several centres are not including any actual product evidence, instead submitting (lengthy) reports on how a task could be achieved rather than having any evidence of actually doing it. The product evidence should be physical examples of work created for the employer and these do not need to be annotated or inserted into reports and write ups for evidence purposes.
	Where reports have been included as evidence, these are usually well structured. Headings based on the assessment criteria give clarity to the process through the unit. Some centres have used a workbook style of approach to generating evidence. In general this is acceptable but should always be supported by real examples of work and experiences with the employer.
	The qualification includes some units at Level 2 although the majority are at Level 3. It is recognised that work submitted for some of the Level 3 units is occasionally more appropriate to Level 2. Centre based assessment is often generous in these submissions and are claiming a Level 3 standard for work that does not really meet the expectations of a Level 3 learner. Most of these instances are found in the mandatory (Preparing to Work) units in Group 0.
	Where assessment criteria are difficult to evidence due to the nature of the apprenticeship position then role playing and simulation exercises may be used. These have been incorporated in some submissions, such as those delivered as part of training workshops
	The assessment and internal verification procedures must be fully documented alongside the candidate work prior to a claim being made with OCR.

	In a significant number of centres the evidence in the optional units from Group 3 are often significantly weaker. This is an area for improvement in the future and needs to engage the support of the employer so that candidates can demonstrate their learning and achievement. It is important to recognise that witness testimony can be used to support, but not replace, candidate evidence. In several submissions seen, there has been an over reliance on the use of witness testimony. In several cases, the witness testimony was found to be the only form of evidence for a number of criteria but it was written by an employer representative. However, employers are not qualified assessors and they are not in a position to decide whether the assessment criteria have been met. The employer witness testimony should describe in detail what the learner actually did and it is then for the qualified assessor to decide whether the assessment criteria were met to a suitable standard.
Internal Verification:	**Findings:** It is a requirement of the qualification that an internal quality assurance process must be planned, followed and documented. This is known more commonly as internal verification, the records of which are reviewed as part of the external quality assurance visit by OCR. As part of delivery, assessment and internal quality assurance, the centre should also document any internal standardisation processes and activities. Centres usually incorporate this into regular review and progress meetings, which is good practice.
Administration/ Documentation:	**Findings:** The administration of the scheme follows OCR's well established procedures for verified qualifications. There are no known issues with this. However, some centres new to the scheme appear to enter claims for the qualification when they should be just registering their learners at the start of delivery. This problem is thought to be short term as centres become familiar with the procedures. The process to enter e-claims using OCR Interchange is well established and there are no known problems with this. Evidence is frequently stored in one of several e-portfolios. MAPS is available (provided by OCR) if required although most centres are using either paper based portfolios or their own e-portfolio solution.

OCR Support and Resources:	**Findings:** The last year has seen the introduction of a Mailbox query service. This allows centres to contact a dedicated support team by email and a response is normally provided within 72 hours. This service is not widely used but is believed to be an important support service. Assignments are not used in this qualification since the evidence is generated from workplace based projects specific to the employers. Some training events have been scheduled but there is rarely sufficient interest for these to run. However, most centre support comes from the allocated external quality assurer, who is able to answer centre's specific queries.

Assessment Summary:	**Findings:** Centres are required to include a range of assessment methods and ensure that the evidence meets a suitable Level 3 standard across the assessment criteria. Vigilance must be maintained, including the appropriate assessment of evidence generated in the workplace environment. The provision of witness testimony from employers must also be correctly assessed to ensure it supports the satisfactory achievement of the criteria. Product evidence needs to be included where possible with the actual products in their intended format. Too many submissions have been seen where written reports are too theoretical in nature, describing how an activity could be done rather than evidencing the process of the learner actually doing it. The IQA sampling plan must be fully documented and cover all the required units. Evidence of internal quality assurance will be reviewed at the external quality assurance visit. Action points and sanctions are applied where there is insufficient evidence of suitable policies, procedures, assessment and IQA practices. These are an important part of verified schemes in addition to the range and content of the learner's evidence for each unit. On a positive note, it is clear that many centres demonstrate excellent practice to ensure the integrity of the quality assurance process and this is very commendable. The placements with employers need to be appropriate to the nature of the qualification. This will quite naturally provide good opportunities to generate the required evidence for the units chosen, which contribute to the overall apprenticeship.