

**all you need
to know.**

Qualification Specification

NCFE Level 1 Technical Award in Interactive Media
(603/0851/5)

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Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Technical Award in Interactive Media.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification, please check the issue date in the page headers against that of the qualification specification on our dedicated qualifications website www.qualhub.co.uk.

If you advertise this qualification using a different or shortened name, you must ensure that learners are aware that their final certificate will state the regulated qualification title.

Things you need to know

Qualification number (QN)	603/0851/5
Aim reference	60308515
Total Qualification Time*	195
Guided Learning Hours (GLH):	120 plus a 15-hour external assessment
Level	1
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence and externally set question paper/assignment

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours, which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Teacher or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/0851/5.

This qualification forms part of a suite of qualifications which have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge and practical skills
- allow the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities.

This qualification features on the DfE list of approved Technical Award qualifications for Key Stage 4 performance tables.

Qualification purpose

Interactive media is the integration of digital media including combinations of electronic text, graphics, moving images and sound into a structured digital computerised environment that allows people to interact with the data for appropriate purposes.

Interactive Media should not be confused with Art and Design, Product Design or Graphic Design. It is distinct from these subjects and should be treated as such.

The Level 1 Technical Award in Interactive Media complements GCSE qualifications. It is aimed at 14-16 year olds studying the Key Stage 4 curriculum who are interested in any aspect of interactive media, including sourcing ideas and design. It is equivalent to GCSE grades 3-1.

The qualification focuses on an applied study of the Interactive Media sector and learners will gain a broad understanding and knowledge of working in the sector.

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences.

Entry guidance

There are no specific recommended prior learning requirements for this qualification.

This qualification has been developed for learners aged 14-16 in schools and colleges but is also accessible for learners post-16.

The qualification has been developed alongside the Level 2 Technical Award in Interactive Media. It is a vocational qualification equivalent to GCSE grades 3-1.

The Level 1 Technical Award in Interactive Media is a linked qualification. The Level 1 and Level 2 qualifications have been developed together for co-teaching. The qualifications reflect each other in content but are pitched at different levels in language and expectation. The grading descriptors have been levelled and therefore are different across both of the qualifications.

The Level 1 and Level 2 qualifications share the same external assessment to aid co-delivery. By having one external assessment across both qualifications, it provides a valid and more robust assessment.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy, and health and safety aspects of the qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding levels.

For learners that have already achieved at Level 1, and then progress to a Level 2 qualification with the same discount code, **the first entry only** will be the one that counts in the performance tables. Centres should be mindful of this in their planning.

This Level 1 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in interactive media, and an understanding of how to apply their learning to the interactive media sector. This qualification has overlapping content with the Level 2 qualification (603/0852/7). This is not intended as progression to the Level 2 qualification.

If a learner has undertaken the majority of the Level 2 qualification, but for any reason is not able to fully achieve it, centres can transfer these learners to the corresponding Level 1 qualification and map prior learning from the Level 2. For more information, please contact the External Quality Assurance team.

Achieving this qualification

This qualification consists of:

Unit number	Unit title	GLH	Mandatory/ Optional	Assessment method
Unit 01	Investigate interactive media production	30	Mandatory	Internally and externally assessed
Unit 02	Plan and prepare for an interactive media product	30	Mandatory	Internally and externally assessed
Unit 03	Development and production of an interactive media product	40	Mandatory	Internally and externally assessed
Unit 04	Present and promote an interactive media product	20	Mandatory	Internally and externally assessed

To be awarded the Level 1 Technical Award in Interactive Media, learners are required to successfully complete **4** mandatory units. Learners must also achieve a minimum of a Pass in the external assessment.

The learning outcomes for each unit are provided in Section 2 (page 15).

To achieve the Level 1 Technical Award in Interactive Media, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Learners must also achieve a minimum of a Pass in the external assessment.

A partial certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 4 (page 48).

Progression opportunities

Learners who achieve this V Cert qualification could progress onto Level 2 qualifications and GCSEs such as:

- Level 2 qualifications in Media
- GCSE in Media Studies
- Level 2 Technical Certificates.

It may also be useful to those studying qualifications in the following sectors:

- photography
- art and design
- creative media
- games design.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications <https://register.ofqual.gov.uk> and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Where a qualification has an external assessment, this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and internal quality assurance

Staff involved in the assessment and internal quality assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Resource requirements

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the learning outcomes. NCFE does not stipulate the software packages or equipment that centres should use. However, centres must offer learners access to software packages and equipment appropriate to interactive media. These might typically include (as available within centres):

- a pack of DVDs and CDs
 - computers with suitable specifications
 - access to digital hardware – this might include graphics tablets, digital cameras, scanners, video cameras
 - access to software suitable for developing interactive products
 - a range of paper for drawing, sketchbooks and notebooks
 - access to the internet for research
 - access to books, magazines and other secondary sources showing design work
 - drawing boards, tools and equipment appropriate to the media used.
-

Support for learners

Evidence and Grading Tracker

We've produced an Evidence and Grading Tracker for each internally assessed unit to help learners keep track of their work and to help Teachers reach a judgement on the overall unit grade.

They can be downloaded free of charge from our dedicated qualifications website www.qualhub.co.uk. You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment points and include:

- information on the content, availability and location of NCFE's procedures and policies
- advice on support mechanisms for learners who are experiencing difficulties with their studies
- a mechanism for Assessors and Internal Quality Assurers to authenticate evidence and achievement for each unit.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from our dedicated qualifications website www.qualhub.co.uk or can be requested from the Customer Support team on 0191 239 8000 or by emailing service@ncfe.org.uk.

Customer Support team

Our Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact Customer Support on 0191 239 8000 or email service@ncfe.org.uk.

Assessment and Moderation Handbook for Schools

This guide describes the quality assurance process so that you can be aware of what systems and processes you should have in place.

Regulations for the Conduct of External Assessments – V Certs

This is designed to assist centres in the correct administration of the external assessment component of NCFE V Cert qualifications.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on our dedicated qualifications website www.qualhub.co.uk.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on our dedicated qualifications website www.qualhub.co.uk.

Training and support

We can provide training sessions for Assessors and Internal Quality Assurers. Bespoke subject-specific training is also available. For further information, please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualification page on our website for more information and to see what is available for this qualification.

This qualification have been developed for learners aged 14–16. Resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Sample portfolio

NCFE has produced a sample portfolio to help Teachers to benchmark their learners' achievements.

Delivery guide

NCFE has produced a delivery guide to help Teachers understand how the qualification could be delivered.

Please visit our dedicated qualifications website www.qualhub.co.uk for more information.

School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website register.ofqual.gov.uk/ for further information.

Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- www.bbc.co.uk/careers/work-experience/
 - www.creativeskillset.org/
 - www.hse.gov.uk/youngpeople/workexperience/index.htm
-

Essential skills

In order to complete high-quality project-based learning, learners may spend some time exploring how such projects are undertaken in the commercial sector of their subject area. They may also seek work experience opportunities and develop contacts with workplaces and employers.

All this activity requires that they develop a thorough understanding of the essential skills employers look for in employees.

These range from familiar 'key skills' such as team working, independent learning and problem solving, to the softer skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

NCFE has a range of qualifications that schools can use to formalise learning in these aspects of essential work-ready skills. NCFE offers valuable support to learners whose portfolio of qualifications may benefit from some work-specific enhancements. For more information, please go to our dedicated qualifications website www.qualhub.co.uk.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit overview provides:

- unit title and number
- unit summary
- guided learning hours
- level
- whether a unit is mandatory or optional
- an indication of how the unit is assessed.

Following the unit summary, there's detailed information for each unit containing:

- learning outcomes
- assessment points
- grading descriptors and examples
- delivery and assessment
- types of evidence for internal assessment.

The learning outcomes for each unit should not be viewed as a stand-alone element; they should be viewed holistically with the assessment points, delivery and assessment guidance, and grading descriptors. These components combined ensure that the learners' achievement is consistent with the level of the qualification.

Information in the delivery and assessment section must be covered by the Teacher during the delivery of the unit.

Anything which follows a **must** details what must be taught as part of that area of content. **These are subject to assessment.**

Anything which follows an **eg** or **could** is illustrative; it should be noted that where **eg** is used there are examples that could be covered in teaching of the unit content.

The regulated unit reference number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and quality assurance easier, we've used a sequential numbering system in this document for each unit.

For further information or guidance about the qualification, please contact our Product Development team on 0191 239 8000.

Synoptic assessment

Synoptic assessment¹ is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects they have studied. It enables learners to show that they can transfer knowledge and skills learned in one context to resolve problems raised in another.

To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills from the beginning.

As learners progress through the course, they use and build upon knowledge and skills learnt in previous units. Internal assessment tasks will test the learners' ability to respond to a real life situation that they may face when they are in employment.

The external assessment is also synoptic in nature as it requires learners to apply and integrate their knowledge and skills from across the qualification in a vocationally relevant context.

Full evidence of learners' accumulated knowledge, skills and understanding and of their ability to 'think like an interactive media designer' will be evidenced when the learner successfully achieves the qualification.

¹ The Department for Education (DfE) defines synoptic assessment as: 'a form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational sector, which are relevant to a key task'.

Unit 01 Investigate interactive media production (F/615/3944)

Unit summary	Learners will experiment with interactive media products and understand the elements of the development process using hardware and software solutions.
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand what is required for the development of an interactive media product

The learner must know about:

- the features of an interactive media product
- the target audience of an interactive media product
- the processes and techniques needed for the development of an interactive media product
- health and safety issues related to computer use

Grading descriptors	Example
Pass: Identifies <u>obvious</u> points about the development of an interactive media product <u>without</u> explanation	Learners provide obvious basic points about the development process for an interactive media product.
Merit: Identifies points about the development of an interactive media product <u>without</u> explanation	Learners provide points about the development process for an interactive media product.
Distinction: Identifies points about the development of an interactive media product <u>with</u> explanation	Learners provide points about the development process of an interactive media product, some of which are developed to include an explanation, links between them or summary.

Unit 01 Investigate interactive media production (F/615/3944) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment

The Teacher will introduce a range of interactive media products and their associated techniques and processes, which include the points below:

- features, eg navigation, links, hit counters, help, multimedia, leader boards, levels, power-ups, credits
- target audiences, eg age, gender, lifestyle
- processes, eg storyboards, mood boards, wireframes, scripts, risk analysis, flow charts, coding, testing
- techniques, eg sound editing, animation, video editing, image manipulation, interactive media authoring software
- health and safety, eg risk assessments, using Display Screen Equipment (DSE).

Types of evidence:

Evidence could include:

- digital or physical presentation
- poster
- written report
- leaflet
- audio-visual narrative
- annotated diagram
- blog/vlog
- digital showcase
- podcast.

Unit 01 Investigate interactive media production (F/615/3944) (cont'd)

Learning outcome 2

The learner will:

Experiment with interactive media products and their production in relation to a brief

The learner must demonstrate:

- experimentation with the processes and techniques needed for the development of an interactive media product

Grading descriptors	Example
Pass: Carries out basic experimentation on <u>one</u> aspect of the brief	No additional guidance
Merit: Carries out basic experimentation on at least <u>two</u> aspects of the brief	No additional guidance
Distinction: Carries out experimentation with some links to ideas about the brief	No additional guidance
Delivery and assessment	
The Teacher will support learners as they undertake experimentation with interactive media production processes and techniques.	
Teachers must produce a brief which allows learners to experiment with interactive media products and their production.	
The learner will produce evidence of experimentation with the processes and techniques needed for the development of an interactive media product, eg image manipulation techniques, sound creation and manipulation, website authoring, multimedia authoring, video editing, animation, game design, app development.	
Types of evidence	
Evidence could include:	
<ul style="list-style-type: none"> • digital or physical presentation • poster • written report • leaflet • audio-visual narrative • annotated diagram • blog/vlog • digital showcase • podcast. 	

Unit 01 Investigate interactive media production (F/615/3944) (cont'd)

Learning outcome 3

The learner will:

Review their experimentation with interactive media products

The learner must evaluate:

- use of processes and techniques
- strengths and weaknesses

Grading descriptors	Example
Pass: Outlines <u>some</u> of what happened	Learners will outline some of the processes and techniques used in their experimentation work.
Merit: Outlines what has happened	Learners will outline the processes and techniques used in their experimentation work.
Distinction: Outlines what happened and <u>states an overall conclusion</u>	Learners will outline the processes and techniques used in their experimentation work and make a judgement on the strengths/weaknesses of the experimentation work based on feedback from others and/or self-reflection.
Delivery and assessment	
Learners will review their experimentation and consider the strengths and weaknesses in their use of production processes and techniques. This must be supported with feedback which could include client, audience, peer and/or Teacher feedback.	
Types of evidence	
Evidence could include: <ul style="list-style-type: none"> • annotated screen shot • written or verbal response • video with commentary • surveys and questionnaires • skills audit. 	

Unit 02 Plan and prepare for an interactive media product (J/615/3945)

Unit summary	Learners will produce a proposal and plans for an interactive media product meeting the requirements of a brief.
Guided learning hours	30
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand how to produce a proposal to meet a brief

The learner must know about:

- ideas development
- audience/end user
- technical aspects
- design aspects
- content

Grading descriptors	Example
Pass: Identifies <u>obvious</u> point(s) of what is required for the proposal of an interactive media product <u>without</u> explanation.	Learners provide some obvious points of what is required for the proposal of an interactive media product but no explanation or detail is supplied.
Merit: Identifies point(s) of what is required for the proposal of an interactive media product <u>without</u> development/explanation.	Learners provide points of what is required for the proposal of an interactive media product but no explanation or detail is supplied.
Distinction: Identifies point(s) of what is required for the proposal of an interactive media product <u>with</u> development/explanation	Learners provide points of what is required for the proposal of an interactive media product with explanation.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment

The learner will understand how to produce an interactive media proposal by investigating existing proposals. The learner could focus on the following areas in their research.

Idea or concept can include:

- a description of the idea.

Audience can include:

- target audiences
- breakdown of audience groups
- profiling.

Technical aspects can include:

- tools/techniques
- the intended platform of the product.

Design aspects can include:

- images
- page layout
- house style.

Content can include:

- interactive features, eg:
 - video content
 - audio content
 - image sliders
 - forms
 - forums
 - links
 - polls
 - maps
- non-interactive features, eg:
 - images
 - text
 - backgrounds
 - banners
 - logos.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• digital or physical presentation• written report• audio-visual narrative• blog/vlog• user acceptance agreement• podcast.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 2

The learner will:

Produce a proposal meeting the requirements of a brief

The learner must demonstrate:

Their ability to create a proposal which must include:

- ideas development
- audience/end user
- technical aspects
- design aspects
- content

Grading descriptors	Example
Pass: Proposal will <u>show a relationship</u> with the brief. <u>Uses relevant</u> skills or equipment or materials or processes	No additional guidance
Merit: Proposal will show <u>use of some technical skills</u> in meeting the brief. <u>Uses</u> a combination of relevant skills <u>and/or</u> equipment <u>and/or</u> materials <u>and/or</u> processes	No additional guidance
Distinction: Process will show <u>consistent use</u> of some technical skills in meeting the brief. <u>Uses</u> a combination of relevant skills, equipment, materials <u>and</u> processes	No additional guidance

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment

The learner must produce a proposal which includes the following:

Idea or concept can include:

- a description of the idea.

Audience can include:

- target audiences
- breakdown of audience groups
- profiling.

Technical aspects can include:

- tools/techniques
- the intended platform of the product.

Design aspects can include:

- images
- page layout
- house style.

Content can include:

- interactive features, eg:
 - video content
 - audio content
 - image sliders
 - forms
 - forums
 - links
 - polls
 - maps
- non-interactive features, eg:
 - images
 - text
 - backgrounds
 - banners
 - logos.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence:

Evidence could include:

- digital or physical presentation
- written report
- audio-visual narrative
- blog/vlog
- user acceptance agreement
- podcast.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 3

The learner will:

Produce planning for an interactive media product meeting the requirements of the brief and proposal

The learner must demonstrate:

- project planning to meet the criteria of the brief
- use of recognised design processes

Grading descriptors	Example
Pass: Planning process will <u>show a relationship</u> with the brief	The planning evidence (the project plan or one of the design processes) will have some relevance to the brief.
Merit: Planning process will show <u>use of some technical skills</u> in <u>meeting</u> the brief	The planning evidence (the project plan and design processes) demonstrates some appropriate planning skills and is mostly relevant to the brief.
Distinction: Planning process will show <u>consistent use</u> of some technical skills in meeting the brief	The planning evidence (the project plan and design processes) consistently demonstrates some appropriate planning skills and is mostly relevant to the brief.
Delivery and assessment	
<p>The learner must produce project plans related to their proposal which includes the following:</p> <ul style="list-style-type: none"> • produce a project plan which outlines a set of tasks which will take into account the design, production and review of an interactive media product • utilise recognised design processes eg create wireframes, storyboards, navigation maps/plans, planning timescales, sketches, mind maps, mood boards, colour combinations, typography etc. 	

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence

Evidence could include:

- digital or physical presentation
- written report
- audio-visual narrative
- blog/vlog
- annotated diagrams
- wireframes
- storyboards
- navigation maps/plans
- planning timescales (Gantt charts)
- sketches
- mind maps
- mood boards
- colour combinations
- typography options (font stacks/font families).

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 4

The learner will:

Review the proposal and the planning of an interactive media product

The learner must consider:

- strengths and weaknesses
- feedback

Grading descriptors	Example
Pass: Uses <u>everyday</u> language and identifies <u>some</u> of what happened	The learner will identify, using everyday language, some of what happened and strengths and weaknesses when producing the proposal and planning.
Merit: Uses <u>some technical</u> terms and identifies what has happened	The learner will identify, using some technical terms, what happened and strengths and weaknesses when producing the proposal and planning.
Distinction: Uses a <u>range of technical</u> terms and outlines what happened and <u>states an overall conclusion</u>	The learner will identify, using a range of technical terms, what happened when producing the proposal and planning. The learner will state an overall conclusion taking into account strengths and weaknesses.

Unit 02 Plan and prepare for an interactive media product (J/615/3945) (cont'd)

Learning outcome 4 (cont'd)

Delivery and assessment
<p>The learner will review the proposal and planning documentation in relation to the brief and consider strengths and weaknesses.</p> <p>This must be supported with feedback which could include client, audience, peer and/or Teacher feedback.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• annotated screen shots• written or verbal response• video with commentary• surveys and questionnaires• skills audit• peer-to-peer• client feedback• design sign-off.

Unit 03 Development and production of an interactive media product (L/615/3946)

Unit summary	Learners will understand how to use appropriate software and hardware for the development and creation of an interactive media product in response to a brief.
Guided learning hours	40
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed.

Learning outcome 1

The learner will:

Understand how to use appropriate software for the development and creation of an interactive media product and its assets

The learner must know about:

- directory/folder structures
- file types and exporting options
- software solutions and associated tools
- the needs of different audiences

Grading descriptors	Example
Pass: Uses <u>everyday</u> language to <u>list</u> simple points.	No additional guidance
Merit: Uses <u>some technical</u> terms to list simple points.	No additional guidance
Distinction: Uses some technical terms to <u>connect</u> simple points.	No additional guidance
Delivery and assessment	
Working alongside learning outcome (LO) 2, the learner will create evidence of the development process for each of the assets and the final interactive media product.	
Software solutions and associated tools can include image manipulation, sound creation and manipulation, website authoring, multimedia authoring, video editing, animation software, gaming software etc.	
The needs of different audiences can include accessibility, playability and user experience.	
The learner must produce evidence to show the development of the interactive media product, eg production log/diary.	

Unit 03 Development and production of an interactive media product (L/615/3946) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence

Evidence could include:

- digital or physical presentation
- written report
- audio-visual narrative
- annotated screenshots
- blog/vlog
- screen capture
- podcast.

Unit 03 Development and production of an interactive media product (L/615/3946) (cont'd)

Learning outcome 2

The learner will:

Create an interactive media product to meet a brief

The learner must demonstrate:

- use of software solutions
- use of techniques

Grading descriptors	Example
Pass: Production process will show <u>a relationship</u> with the brief	The creation of assets and/or an interactive media product will have some connection to the brief.
Merit: Production process will show <u>use of some technical skills</u> in meeting the brief	Some technical skills will be used in the creation and manipulation of assets and in authoring an interactive product, which will meet most aspects of the brief.
Distinction: Production process will show <u>consistent use of some technical skills</u> in meeting the brief	Some technical skills will be consistently used in the creation and manipulation of assets and in authoring an interactive product, which will meet the brief.

Unit 03 Development and production of an interactive media product (L/615/3946) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment

Working alongside LO1, the learner must produce an interactive media product which relates to a brief.

The learner should make use of:

- plans from Unit 02
- a range of methods, techniques and equipment
- technical skills
- health and safety awareness
- directory/folder structures
- appropriate file types and exporting options
- testing to ensure usability and functionality.

Software solutions and associated tools can include image manipulation, sound creation and manipulation, website authoring, multimedia authoring, video editing, gaming software, software development kits for apps, animation software etc.

Appropriate file types and exporting options could include appropriate file size, rendering, optimisation, publishing etc.

Testing could include writing test plans, user testing, problem solving etc.

Types of evidence

The learner must provide the finished interactive media product.

Evidence could include:

- interactive media product, eg website, interactive presentation, animation, game, mobile app etc.

Unit 03 Development and production of an interactive media product (L/615/3946) (cont'd)

Learning outcome 3

The learner will:

Review their finished interactive media product

The learner must consider:

- the final product compared with the brief
- feedback from the target audience
- the production processes

Grading descriptors	Example
Pass: Outlines an obvious success <u>or</u> failure within the production process	Learners will use the review evidence (self-reflection and/or feedback from others) to outline one evident success or failure of the final product or the process of production.
Merit: Outlines an obvious success <u>and</u> failure within the production process	Learners will use the review evidence (self-reflection and/or feedback from others) to outline one evident success and one evident failure of the final product or the process of production.
Distinction: Outlines obvious <u>successes and failures</u> within the production process	Learners will use the review evidence (self-reflection and/or feedback from others) to outline a range of evident successes and failures of the final product and the process of production.
Delivery and assessment	
Learners will review their final product and consider the successes and failures in the production process: planning, project management, production processes and techniques, technical skills, assets, testing and the final product. Feedback could include client, peer and/or Teacher feedback.	
Types of evidence	
Evidence could include: <ul style="list-style-type: none"> • annotated screen shots • written or verbal response • video with commentary • surveys and questionnaires. 	

Unit 04 Present and promote an interactive media product (R/615/3947)

Unit summary	Learners will present and promote an interactive media product in the creative media industry.
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand how to promote their skills and present an interactive media product in the creative media industry

The learner must know about:

- methods of presenting interactive media products
- methods of professional promotion
- the intended audience

Grading descriptors	Example
Pass: Makes <u>general</u> conclusions	Learners will provide general comments regarding how they will present and promote their interactive media product.
Merit: Makes <u>simple</u> conclusions <u>related to the task</u> of presenting their interactive media product	Learners will provide simple conclusions regarding how they will present and promote their interactive media product.
Distinction: Makes <u>simple</u> conclusions related to the task and the outcomes of presenting their interactive media product	Learners will provide simple conclusions related to the task regarding how they will present and promote their interactive media product eg the audience for the presentation, alternative types of presentation and methods of professional promotion.

Delivery and assessment
<p>Learners will need to investigate:</p> <ul style="list-style-type: none"> • different types of presentation, such as digital portfolio/CV, online presence, promotional video, viral marketing, interactive showcase etc • the audience for their presentation • methods of self-promotion, eg exhibition, web presence. <p>Learners will need to plan how to present and promote their own interactive media product.</p>

Unit 04 Present and promote an interactive media product (R/615/3947) (cont'd)

Learning outcome 1 (cont'd)

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none">• annotated screenshots• presentation• video recording with commentary• digital or interactive presentation• poster• leaflet• audio-visual narrative• blogs/vlogs• e-flyer/email• podcasts.

Unit 04 Present and promote an interactive media product (R/615/3947) (cont'd)

Learning outcome 2

The learner will:

Present an interactive media product and promote their skills

The learner must demonstrate:

- methods of presenting an interactive media product
- methods of promoting their skills

Grading descriptors	Example
Pass: <u>Uses relevant</u> skills to present and promote an interactive media product	Learners will present their interactive media product using relevant technical and/or communication skills.
Merit: <u>Uses</u> a combination of relevant skills <u>and/or</u> equipment and/or materials <u>and/or</u> processes to present and promote an interactive media product	Learners will present their interactive media product using a combination of relevant technical and communication skills and equipment.
Distinction: <u>Uses</u> a combination of relevant skills, equipment, materials <u>and</u> processes to present and promote an interactive media product	Learners will present their interactive media product using a combination of relevant technical and communication skills, equipment, materials and processes.
Delivery and assessment	
Learners will produce a display of their work for an audience.	
Types of evidence	
Evidence of the process could include: <ul style="list-style-type: none"> • annotated screen shots • video with commentary • PowerPoint presentation • portfolio • interactive showcase • photographs • promotion stand. 	

Unit 04 Present and promote an interactive media product (R/615/3947) (cont'd)

Learning outcome 3

The learner will:

Review the presentation and promotion of their interactive media product

The learner must evaluate:

- the format of the interactive media product
- feedback

Grading descriptors	Example
Pass: Identifies at least one strength <u>or</u> weakness in the presentation and promotion of an interactive product	Learners will identify one strength or weakness in the presentation and promotion of their interactive product using feedback from others and/or self-reflection.
Merit: Identifies at least one strength <u>and</u> at least one weakness in the presentation and promotion of an interactive product	Learners will identify one strength and one weakness in the presentation and promotion of their interactive product using feedback from others and/or self-reflection.
Distinction: Identifies <u>at least two strengths</u> and <u>at least two weaknesses</u> in the presentation and promotion of an interactive product	Learners will identify different strengths and weaknesses in the presentation and promotion of their interactive product using feedback from others and/or self-reflection.
Delivery and assessment	
Learners should produce a review which considers the strengths and weaknesses in the presentation and promotion of their interactive media product.	
Learners could consider audience feedback as part of the review.	
Types of evidence	
Evidence could include: <ul style="list-style-type: none"> • annotated screen shots • written report • video with commentary • PowerPoint presentation • portfolio • interactive showcase • photographs. 	

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The assessment for the Level 1 Technical Award in Interactive Media consists of 2 types of assessment:

- internal assessment – portfolio of evidence. Each unit is internally assessed by centre staff and externally quality assured by NCFE
- external assessment – task-based exam. This will be graded by NCFE. This will assess the application of knowledge and skills acquired from Units 01–03 of the qualification.

The external assessment accounts for 40% of the final grade in order to meet the requirements of a Technical Award.

The external assessment component is set and marked by NCFE.

Learners must be successful in **both** types of assessment to achieve the qualification.

Assessment component	Description	Duration	Marks	Contribution to final grade	
1	Internal assessment	Portfolio of evidence covering all learning outcomes	Duration of the qualification	N/A	60%
2	External assessment	Invigilated assessment assessing application of knowledge and skills	15 hours	90	40%

Cognitive processes

To reflect the technical nature, we have put three essential cognitive processes at the heart of this qualification. These processes are know, do and review.

Assessment objectives

The assessment objectives are derived from these cognitive processes and interpret the intellectual criteria which the qualification targets.

Assessment objectives (AOs) are applied to the whole qualification and provide synergy between the internal and external assessment. They are tested directly in the external assessment and through the learning outcomes for the internal assessment.

The AOs for this qualification are:

AO1: Knowledge of processes and creative techniques in interactive media.

AO2: Apply skills and ideas to produce interactive media work.

AO3: Evaluation and analysis of the use of interactive media.

Learning outcomes and assessment points

The learning outcomes and assessment points supplement the assessment objectives by providing information about the nature of the content which should be covered in each of the units.

Internal assessment

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 15).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher. Assessment activities can be integrated throughout the delivery of the qualification, although they must remain separate from the teaching of the unit. Internal assessment does not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the guided learning hours. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score.

All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points, delivery and assessment guidance, and grading descriptors). These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded. Assessing the learning outcome as a whole allows for increased professional judgement on the part of the Assessor in terms of the learner's overall level of performance against the learning outcomes.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the [Internal assessment writing and delivery: Guide for centres](#) on our website
- refer to Section 5 (page 53) for a glossary of evidence types.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on our dedicated qualifications website www.qualhub.co.uk.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our dedicated qualifications website www.qualhub.co.uk.

Late submissions

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See our dedicated qualifications website www.qualhub.co.uk for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

External assessment

Each learner is required to undertake an external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills from across all units of the qualification.

The external assessment will take place towards the end of the qualification after these units have been taught.

Any stimulus material used by the centre or work completed during the teaching of the unit cannot be used as evidence in the external assessment.

The external assessment for this qualification consists of 1 exam.

The external assessment is as follows:

- practical exam – 15-hour invigilated external assessment.

The external assessment must be done under timed external assessment conditions and must be invigilated in accordance with the [Regulations for Conduct of External Assessment – V Certs](#).

The external assessment must not be altered in any way by the centre.

Sample papers for the external assessment will be made available. We'll update the website with the latest past paper soon after a live assessment has been sat.

There are 2 specific assessment dates during the year. Please refer to the assessment arrangements document on our dedicated qualifications website www.qualhub.co.uk for the specific dates.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal, you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment in a different assessment date, you will need to contact your Centre Support Assistant and arrange a transfer of entry.

Centres must enter learners at least 10 working days in advance of the assessment date. Late entries cannot be accepted.

The external assessment material will be sent out in time for the assessment date. The material must be kept secure at all times throughout the assessment period.

You must return the External Assessment Register and all learner work to NCFE one working day after the external assessment date. The last date that NCFE will accept learner work is the next working day from the exam being sat. Please refer to the assessment arrangements document on our dedicated qualifications website www.qualhub.co.uk for confirmation of this date.

Learners are entitled to one resit for each of the external assessment components, which will be chargeable. This means that learners can have a total of 2 attempts at each of the external assessments. Resits of the external assessment will be different from the original assessment. 'Did Not Attend', will not be classed as an attempt at the external assessment. If you know before the assessment date that a learner is no longer able to sit the external assessment please contact NCFE to cancel or transfer the entry.

For guidance on conducting external assessments, please refer to the [Regulations for the Conduct of External Assessments – V Certs](#), available from our dedicated qualifications website www.qualhub.co.uk, or contact the Quality Assurance team on 0191 239 8000.

Quality Assurance

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards. It's the responsibility of Internal Quality Assurers to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Quality Assurers are also responsible for supporting Assessors by offering advice and guidance.

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on our dedicated qualifications website www.qualhub.co.uk.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the centre's quality assurance agent.

External quality assurance

External quality assurance of internal assessments is carried out at least twice a year to ensure that assessment and grading decisions are in line with required standards. External quality assurance is carried out by External Quality Assurers who are appointed, trained and monitored by NCFE. External Quality Assurers are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair and consistent with national standards. Centres are notified of their External Quality Assurer's contact details on registration of learners with NCFE.

Section 4

Grading information

Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.

To support Assessors in making accurate grading decisions, NCFE has included examples alongside the grading descriptor. Sample portfolios can also be used to help set the standard of work and provide guidance on what additional evidence would be required to gain a higher grade. Please note – sample portfolios will be developed over the course of the next year. NCFE Quality Assurers can also provide support visits to assist centres in understanding the grading descriptors, and how to apply them to the learning outcomes consistently.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 53).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH and a score based on the holistic grade. The overall grade achieved for each unit is converted to UMS score.

All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points, delivery and assessment guidance, and grading descriptors). These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded. Assessing the learning outcome as a whole allows for increased professional judgement on the part of the Assessor in terms of the learners' overall level of performance against the learning outcomes.

Marking the external assessment

The externally assessed component consists of individual tasks which are marked using a numerical mark scheme to achieve a total score. The external assessment grade will be allocated by NCFE.

The following table represents the percentage UMS associated with each awarded grade:

Level 1 Pass UMS %	Level 1 Merit UMS %	Level 1 Distinction UMS %
20%	30%	40%

The weighting of the external assessments and the use of numerical mark schemes will allow for compensation.

Awarding the final grade

NCFE needs to be able to compare performance on the same assessment components across different papers when different grade boundaries have been set, and between the different components. NCFE uses a Uniform Mark Scale (UMS) to enable this to be done.

The final qualification grade is calculated by converting the 2 assessment components into a UMS score to ensure comparability between the different components. These are combined using weightings based on their relevance to the vocational sector. The collective UMS will then be converted into a grade based on the following fixed thresholds:

	Max	P	M	D	D*
UMS	239	80	120	160	200

Learners must achieve a minimum of 48 UMS on the internal assessment component and a minimum of 32 UMS on the external assessment component.

Learners need to achieve a Distinction for each unit in order to achieve an overall grade of Distinction*.

The final grade will be issued to the centre by NCFE and will be awarded as Not Yet Achieved, Pass, Merit, Distinction or Distinction*.

Overall qualification grading descriptors

Level 1 standards

At Level 1, learners must have basic factual knowledge of the subject.

They must demonstrate the knowledge needed to complete well-defined, routine tasks, be able to use relevant skills and procedures and to select and use relevant information to inform actions.

Learners must be able to identify whether actions have been effective. They will complete straightforward analysis and evaluation with direction and guidance as needed.

Tasks

At Level 1, tasks should be well defined and routine, requiring a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. They should not need any technical skills or understanding for their completion.

Learners will complete routine tasks and simple procedures, which may have been broken down into stages by the Teacher/Assessor, with direction and guidance as needed.

Not Yet Achieved
The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a Pass.
Level 1 Pass
The learner will have a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard with learners attempting to apply basic knowledge and using given skills and processes.
General conclusions will be made about the success or failure of the task, giving an obvious example of a strength or a weakness.
Evidence will show some degree of planning, organisational and investigatory skills but may be lacking in structure.
Level 1 Merit
The learner will have some technical understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard with learners accurately applying basic knowledge with few errors and selecting from a range of given skills and processes.
Simple conclusions will be made about the success or failure of the task, giving an obvious example of a strength and a weakness.
Evidence will show some degree of planning, organisational and investigatory skills and will have some structure. Learners will demonstrate the ability to work to deadlines.

Level 1 Distinction

The learner will have a sound technical understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that far exceeds the minimum standard with learners accurately applying basic knowledge with few or no errors and appropriately selecting from a range of given skills and processes.

Simple conclusions will be made about the success or failure of the task, with evidence of reflection.

Evidence will show some degree of planning, organisational and investigatory skills and will have a clear structure. Learners will demonstrate the ability to work to deadlines and to review plans.

Level 1 Distinction*

To be awarded a Distinction* grade, the learner will have achieved within the top 10% of the maximum UMS or learners will have achieved a Distinction grade in every unit for the internal assessment and a Distinction grade in the external assessment.

Whilst NCFE does not anticipate any changes to our aggregation methods or any overall grade thresholds, there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore, overall grade thresholds published within this qualification specification may be subject to change.

Section 5

Glossary of terms

Glossary

Accurately	Learner carries out all stages of a process correctly and without errors (<i>see mostly accurately</i>).
Advanced ways	Solutions may be more complex or more considered (<i>see basic ways and considered ways</i>).
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in Level 1 where they are directed.
Balanced conclusions	All arguments are considered in making a conclusion (<i>see reasoned conclusions</i>).
Basic ways	Straightforward, mostly obvious ideas or solutions (<i>see advanced ways and considered ways</i>).
Complex task/brief	A task/brief made up of several, interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements (<i>see technical problems</i>).
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from (<i>see limited experimentation and simple experimentation</i>).
Considered ways	Ideas or solutions show some degree of thought (<i>see advanced ways and basic ways</i>).
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Teacher/Assessor.
Effective solutions	Solutions are appropriate to the vocational area (<i>see possible solutions</i>).
Efficiently solves	Solves in a manner appropriate to the vocational area.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology (<i>see specialist terms/language and technical terms/language</i>).
Format of source	The style of information, eg a questionnaire, a report, an observation, interview (<i>see type of source</i>).
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation (<i>see technical understanding</i>).

Grading criteria glossary of terms (cont'd)

Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from (<i>see considered experimentation and simple experimentation</i>).
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome (<i>see accurately and some degree of accuracy</i>).
Possible solutions	The solution may not involve technical skills or understanding and may not be a long-term or effective solution (<i>see effective solutions</i>).
Range	Frequent use of most common words/techniques/materials (<i>see some and wide range</i>).
Reasoned conclusions	Explanations are provided as to why a conclusion was made (<i>see balanced conclusions</i>).
Simple experimentation	Straightforward, most obvious experimentation is carried out (<i>see limited experimentation and considered experimentation</i>).
Some	Occasional use of most common words/techniques/materials (<i>see range and wide range</i>).
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors (<i>see accurately and mostly accurately</i>).
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made (<i>see straightforward examples</i>).
Specialist skill	Advanced technical skills in context (<i>see technical skills</i>).
Specialist terms/language	Advanced technical terms in context (<i>see everyday language and technical terms/language</i>).
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made (<i>see sophisticated examples</i>).
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. (<i>see complex technical problems</i>).
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes (<i>see specialist skills</i>).
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc (<i>see everyday language and specialist terms/language</i>).
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding (<i>see general understanding</i>).
Type of source	The place that the information comes from, eg the internet, a museum visit, staff, visitors (<i>see format of source</i>).
Wide range	Uses all relevant words/techniques/materials that could be expected at the level (<i>see range</i>).

Evidence Glossary

This table provides a summary of the types of evidence used for this qualification.

Type of evidence	Definition
Annotated diagrams	<p>Annotated diagrams, screenshots and photographs, social media accounts with labelling to show specific parts, highlight sections, or imply features or ideas related to the task.</p> <p>Any wording or images taken from other sources must be clearly referenced.</p>
Audio narrative/podcast	<p>Audio voice recordings/narrative made to evidence knowledge and understanding.</p> <p>Informative digital/video file can be used as a reflective log. Any wording, images or videos taken from other sources must be clearly referenced.</p> <p>Make sure it is clear who the learner is and when the learner is speaking, so that evidence is authentic.</p> <p>In longer recordings that cover several assessment points, provide details of the timings in each individual recording, or break down recordings into chapters.</p> <p>A maximum of 2 minutes per learning outcome will be sufficient.</p> <p>Set the scene by introducing the Assessor and the learner, outlining which qualification they are taking, which learning outcome is being assessed giving a time and date.</p> <p>Make sure that only evidence directly related to the learning outcome and the assessment points is submitted.</p> <p>Individual contributions to group work must be clearly identified.</p> <p>Appropriate permissions must be obtained.</p> <p>A good-quality recording must be sent to NCFE in an appropriate format.</p>

<p>Audio-visual presentation</p>	<p>Informative online document/website updated by the learner. Any wording, images, videos etc taken from other sources must be clearly referenced.</p> <p>Use of other evidence such as screenshots or annotated photographs to show the processes undertaken to supplement the evidence.</p> <p>May not necessarily need to be presented to an audience.</p>
<p>Audio-visual narrative</p>	<p>Record or narrative or moving image accompanied by spoken text.</p> <p>Can be used as a reflective log.</p> <p>Make sure it is clear who the learner is and when the learner is speaking, so that evidence is authentic.</p> <p>In longer recordings that cover several assessment points, provide details of the timings in each individual recording, or break down recordings into chapters.</p> <p>A maximum of 2 minutes per learning outcome will be sufficient.</p> <p>Set the scene by introducing the Assessor and the learner, outlining which qualification they are taking, which learning outcome is being assessed giving a time and date.</p> <p>Make sure that only evidence directly related to the learning outcome and the assessment points is submitted.</p> <p>Individual contributions to group work must be clearly identified.</p> <p>Appropriate permissions must be obtained.</p> <p>A good-quality recording must be sent to NCFE in an appropriate format.</p>
<p>Blog/vlog</p>	<p>Informative online document/site updated by the learner. Any wording, images, videos etc taken from other sources must be clearly referenced.</p> <p>Use of other evidence such as screenshots or annotated photographs to show the processes undertaken to supplement the evidence.</p>
<p>Collages</p>	<p>A composition of flat or 3D objects pasted on a board or other backing.</p> <p>Can take the form of physical or digital.</p>

Colour combinations	Colour combinations are important in designing materials that will attract the target audience. Thought should be given to complementary combinations that are likely to engage the user and draw their attention.
Design sheets	Physical or digital visualisation of design ideas and elements. Design sheets can be used to describe initial ideas, record the design process and present finished work. Typically, design sheets can combine hand drawn work with typography, photographs and digitally manipulated images.
Digital or interactive presentation	Any suitable electronic/digital-style presentation of slides with interactive content including briefing notes. Any wording or images taken from other sources must be clearly referenced. May not necessarily need to be presented to an audience.
Digital/interactive showcase	This is a means of displaying or showing off your work in a digital format. Instead of using printouts or sketches in hard copy all work is displayed digitally on a computer, webpage/website, in a game or even an app.
Feedback	Audience or peer-to-peer. A set of detailed responses to a stimulus or activity, designed to aid analysis or evaluation.
Illustrated written report	A structured and informative document related to the task which includes illustrations.
Interactive showcase	This is a means of displaying or showing off your work in an interactive format. Instead of using printouts or sketches in hard copy, all work is displayed digitally on a webpage/website, in a game, interactive PPT or even an app.
Leaflet	An informative document. Any wording or images taken from other sources must be clearly referenced.
Mind Map	Graphical representation of a topic. Should be annotated to explain what it is demonstrating.
Models/maquettes	A preliminary model or sketch which forms the basis of a more developed piece.

Mood board	Collage consisting of images, text, and samples of objects in a composition.
Navigation maps/plans	These are intended to show how the potential user of a website will navigate or move between the pages. For example, a plan detailing where a user will be taken, and what they will see, after clicking a particular button/link.
Planning timescales (Gantt charts)	Gantt charts are a graphical representation of how time will be used during a project. Sections are usually colour-coded to indicate different stages of the production process. Planning documents can also take a more simplistic form, such as a production schedule with timings.
Portfolio	Physical or digital format showing a selection of their work for a purpose.
Poster	A professional poster that concisely summarises points in an attractive format, including relevant references. Any wording or images taken from other sources must be clearly referenced.
Presentation	PowerPoint or Prezi or any other suitable electronic/digital-style presentation of slides. Presentation will include briefing notes. Evidence may be presented in word-processed or handwritten form. Learners may not necessarily need to present to an audience. Digital or physical presentation.
Promotion stand	A promotional stand will use its appearance to promote the learners' skills, and promote pieces of 2D or 3D work.
Screen capture	Screen capture evidence should include an explanation of why it supports the meeting of a learning outcome.
Sketchbooks	Book or pad with blank pages for sketching. This can take the form of physical or digital.
Sketches	Digital or physical sketchbook which shows the development of ideas and experimentation with materials, techniques and processes.

Skills audit	A review of skills gained and yet to be gained over a period of time. Skills can be listed or grouped into categories such as 'good', 'weak' or 'to be acquired' and should be analysed and discussed to evidence and justify the selection.
Storyboard	A storyboard could be used to illustrate the flow of an interactive idea. This will help learners produce a proposal for an interactive media product.
Surveys and questionnaires	A set of questions with a choice of answers, in hard-copy or digital format, designed to elicit responses to aid analysis or evaluation.
Typography options (font stacks/font families)	Font stacks are used by web designers to ensure that they can control which fonts are visible to users accessing their website. The designer will select a font family and then assign a number of fonts to that family to ensure that only those fonts indicated will be used. For example, if the first font selected was 'Arial' and the user's device did not have or recognise that font, the system will move to the next font in the family ('Georgia') and so on, until a recognisable font is found.
Video recording with commentary	<p>It could be used to evidence learning outcomes or used as a reflective log, eg video diary.</p> <p>In longer recordings that cover several assessment points, provide details of the timings in each individual recording, or break down recordings into chapters.</p> <p>A maximum of 2 minutes per learning outcome will be sufficient.</p> <p>Make sure that only evidence directly related to the learning outcome and the assessment points is submitted.</p> <p>Individual contributions to group work must be clearly identified.</p> <p>Appropriate permissions must be obtained.</p> <p>A good-quality recording must be sent to NCFE in an appropriate format.</p>

Website links/screenshots	Website links/screenshot evidence should include an explanation of why it supports the meeting of a learning outcome.
Wireframes	These can be produced by hand or digitally, and are intended as a visual guide or representation of the framework of a website. This allows the creator to arrange elements within the website in advance. A wireframe is similar to a blueprint for a building construction: it is a structural schematic for a website.
Written or verbal response	An account or statement relevant to the learning outcome containing or accompanied by visual material. A report can be written or spoken.
Written report	A structured and informative document.

Presenting evidence

Written

Any copied material must be suitably acknowledged. Quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

The use of word frames/templates provided by Teachers which give learners an advantage in meeting the learning outcomes must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Quality Assurer for advice prior to using them. If, on your external quality assurance visit, your External Quality Assurer identifies that a word frame/template has been used which gives learners an advantage in achieving the learning outcomes, the evidence will not be accepted and the unit grade may be rejected.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Examiner/Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Examiner/Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Examiners and Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact timing of the start and finish times so that the Examiner/Quality Assurer can go straight to that spot on the tape/recording
- a running order list **and** a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good-quality audio. This will allow the Examiner/Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence starts: 4 mins 30 seconds into the recording

Recorded evidence finishes: 16 mins 27 seconds into the recording

Venue: School hall

Audience: Teachers, parents and friends

Presenting evidence

Recorded (cont'd)

Band 1:

Lead singer – James Doyle (blond hair, front of stage)

Drummer – Diana Nisbett

Guitar 1 – Deepak Lahiri (black hair, blue jumper)

Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:

Lead male – Su Jin

Lead female – Maya Solomon

Choir:

Caterina Petracci (black hair, back row, 3rd from left)

Leonard Kalymniou (brown hair, back row, 5th from left)

Luke Falconer (blond hair, front row, 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Section 6

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as delivery, external quality assurance and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Teacher, who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy, please see our dedicated qualifications website www.qualhub.co.uk.

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**** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.***