

Sample portfolio

**NCFE Level 1 Technical Award in Interactive
Media
QN: 603/0851/5**

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Introduction

The material within this portfolio relates to:

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

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

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

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

This portfolio is designed to demonstrate an example of the evidence that could be produced for all units of the NCFE Level 1 Technical Award in Interactive Media. It's designed to provide guidance on how a portfolio could look, rather than being prescriptive.

In this example there are written accounts and visual evidence, but the evidence could also be presented in an audio/video format. Where the learner has provided visual evidence (for example screen grabs, copies of research), this has been clearly annotated to give context as to why it has been included. Each piece of evidence has been presented with the assessment criteria number shown at the top of the page.

This portfolio contains manufactured learner evidence and assessor feedback produced by NCFE. External Quality Assurer guidance has also been provided for each piece of evidence relating to an assessment criterion. The guidance comments on how the evidence meets the assessment criterion and what could be improved to obtain a higher grade.

Internal Assessment Sample Tasks

NCFE Level 1 Technical Award in Interactive Media Unit 1 Investigate Interactive Media Production

Assignment Title	Designing an Interactive Multimedia Product for Valley Park School
Duration	30 Hours

Internal Assessment Task

In this introductory unit you will experiment with interactive media products and understand the elements of the development process using hardware and software solutions.

You are working as part of the new student induction team for Valley Park School. As a specialist in interactive media production you have been asked to produce an interactive media product to publicise the school for new students and visitors.

However, the headteacher of the school wants to be sure you 'know your stuff'.

In order to do this, you will need to show them that you are able to understand what is required for the development of an interactive media product.

Develop and illustrate your ideas throughout using sketches, drawings, diagrams, printouts and different types of digital software.

Task 1 (LO1) - Understand what is required for the development of an interactive media product

Firstly, you must show you know about:

- the features of interactive media products
- your target audience
- the sources, processes and techniques you will need for the development of your interactive media product
- health and safety issues.

You may relate the above to one of the following areas:

- website
- interactive presentation
- animation
- game
- mobile app

You could product the following evidence:

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

Learning Objective 1	Pass	Merit	Distinction
Understand what is required for the development of an interactive media product	Identifies <u>obvious</u> points about the development of an interactive media product <u>without</u> explanation.	Identifies points about the development of an interactive media product <u>without</u> explanation.	Identifies points about the development of an interactive media product <u>with</u> explanation.

Task 2 (LO2) – Experiment with interactive media products and their production in relation to a brief

The school want you to show your own skills within your chosen area of interactive media by experimenting with:

- Processes and techniques needed for the development of an interactive media product including software solutions eg:
 - Image manipulation
 - Sound creation and manipulation
 - Website authoring
 - Multimedia authoring
 - Video editing
 - Animation software

You will need to show evidence of your experimentation in an appropriate format.
You could produce the following evidence:

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

Learning Objective 2	Pass	Merit	Distinction
Experiment with interactive media products and their production in relation to a brief	Carries out basic experimentation on <u>one</u> aspect of the brief.	Carries out basic experimentation on at least <u>two</u> aspects of the brief.	Carries out experimentation with some links to ideas about the brief

Task 3 (LO3) - Review their experimentation with interactive media products

You must now review your experimentation. You should take into consideration:

- the processes and techniques that you used to manipulate your digital assets
- your use of software
- your skills development
- what went well/not so well
- feedback eg:
 - client – specialist eg professional developer
 - audience/end-user
 - peer
 - teacher
- ways to improve.

You could produce the following evidence:

- feedback through social media
- annotated screen shot
- written or verbal response
- video with commentary
- surveys and questionnaires
- skills audit

Learning Objective 3	Pass	Merit	Distinction
Review their experimentation with interactive media products	Outlines <u>some</u> of what happened	Outlines what has happened	Outlines what happened and <u>states an overall conclusion</u>

NCFE Level 2 Technical Award in Interactive Media

Unit 2 Plan and prepare for an interactive media product

Assignment Title	Designing an Interactive Multimedia Product for Valley Park School
Duration	30 Hours

Internal Assessment Task

You will produce a proposal and plans for an interactive media product meeting the requirements of a brief

Congratulations! By completing Unit 01 you have shown the head teacher of Valley Park School that you 'know your stuff'.
You are now officially part of the new student induction team for the school. As a specialist in interactive media production, your brief is to produce an interactive media product to publicise the school to new Year 7 students. You will need to think about the potential audiences you would like to attract and how you will create a suitable interactive media product for them.

Task 1 (LO1) - Understand how to produce a proposal to meet a brief

You need to show that you understand how to create a proposal for an interactive media product that will attract your chosen audience to find out more about the school. You should explore the brief that you have been given and begin researching/experimenting with the key aspects of the interactive media product that you will produce.

In order to do this, you will need to show your understanding of:

- ideas development
- your chosen audience/end-user
- technical aspects of your product
- design aspects of your product
- an outline of what your product will contain

You could produce the following evidence:

- digital or physical presentation
- written report
- audio/visual narrative
- blog/vlog
- podcast

Learning Objective 1	Pass	Merit	Distinction
Understand how to produce a proposal to meet a brief	Identifies obvious point(s) of what is required for the proposal of an interactive media product <u>without</u> explanation.	Identifies point(s) of what is required for the proposal of an interactive media product <u>without</u> development/explanation.	Identifies point(s) of what is required for the proposal of an interactive media product <u>with</u> development/explanation.

Task 2 (LO2) – Produce a proposal meeting the requirements of a brief

You will produce proposal for an interactive media product meeting the requirements of the brief.

You should create a detailed proposal document for an interactive media product that will attract your chosen audience to find out more about the school.

Your document must demonstrate that you can consider:

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

Your evidence could include the following evidence:

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

Learning Objective 2	Pass	Merit	Distinction
Produce a proposal meeting the requirements of a brief	Proposal will <u>show a relationship</u> with the brief. <u>Uses relevant</u> skills or equipment or materials or processes	Proposal will show use of <u>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	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

Task 3 (LO3) – Produce plans meeting the requirements of a brief

You will produce plans for an interactive media product meeting the requirements of the brief.

You must produce a planning document for an interactive media product that will attract your chosen audience to find out more about the school.

Your document must demonstrate that you can:

- use recognised design processes for functionality and appearance
- select assets eg:
 - capturing images
 - recording audio
 - animation
 - filming
 - project planning/time management
 - interactive media authoring.

You must produce project plans related to your proposal which includes the following:

- a project plan which outlines a set of tasks which will take into account the design, production and review of an interactive media product
- utilisation of recognised design processes eg:
 - create wireframes
 - storyboards
 - navigation maps/plans
 - planning timescales
 - sketches
 - mind-maps
 - mood-boards
 - colour combinations
 - typography etc
- the sourcing and creation of assets required for the production of your interactive media product

You could produce the following evidence:

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

Learning Objective 3	Pass	Merit	Distinction
Produce planning for an interactive media product meeting the requirements of the brief and proposal	Planning process will <u>show a relationship</u> with the brief	Planning process will show <u>use of some technical skills</u> in <u>meeting</u> the brief	Planning process will show <u>consistent use</u> of some technical skills in meeting the brief

Task 4 (LO4) - Review the proposal and the planning of an interactive media product

Now review the plan which you created. You must evaluate:

- how well your plan addresses the design brief
- your choice of interactive media product
- your intended platform for the product
- your choice of assets and processes
- what went well/not so well
- timescales/meeting the deadlines

You must also collect and consider feedback from eg:

- client
- specialist eg professional developer
- audience/end-user
- peer
- teacher

You could also consider ways to improve.

You could produce the following evidence:

- a report
- Powerpoint
- annotated design sheet
- audio
- visual

Learning Objective 4	Pass	Merit	Distinction
Review the proposal and the planning of an interactive media product	Uses <u>everyday</u> language and identifies some of what happened	Uses <u>some technical</u> terms and identifies what has happened	Uses a range of technical terms and outlines what happened and <u>states an overall conclusion</u>

NCFE Level 2 Technical Award in Interactive Media

Unit 3 Development And Production of an Interactive Media Product

Assignment Title	Designing an Interactive Multimedia Product for Valley Park School
Duration	40 Hours

Internal Assessment Task

You will understand how to use appropriate software for development and creation of an interactive media product and its assets.

As an official part of the new student induction team for Valley Park School, it is now your job to produce and test the interactive media product to promote the school to your chosen audience/end-users that you developed within the previous unit. The New Student Team director wants to see clear evidence of your development processes.

Task 1 (LO1 – LO2) – Create an Interactive Media Product

You must show the New Student Team director that you know about and are able to use:

- directory / Folder Structures
- file types and exporting options
- software solutions and associated tools
- the needs of your chosen audiences/end-users.

You must provide:

- evidence of your development work
- your final interactive media product
- evidence of testing of your final interactive media product

You could product the following evidence:

- digital or physical presentation
- written report
- audio/visual narrative
- blog/vlog
- screen Capture
- podcast
- annotated Screenshots
- interactive Media Product
- testing table

Learning Objective 1 and 2	Pass	Merit	Distinction
Understand how to use appropriate software for the development and creation of an interactive media product and its assets	Uses <u>everyday</u> language to <u>list</u> simple points.	Uses <u>some technical</u> terms to list simple points.	Uses some technical terms to <u>connect</u> simple points.
Create an interactive media product to meet a brief	Production process will show <u>a relationship</u> with the brief.	Production process will show use of <u>some technical skills</u> in meeting the brief.	Production process will show <u>consistent use of some technical skills</u> in meeting the brief.

Task 2 (LO3) – Review an Interactive Media Product

The New Student Team director has asked you to review your working processes and your interactive media product to ensure that is suitable for your chosen audience.

You must collect feedback and evaluate:

- your final product compared with the brief
- your initial ideas and planning
- your choice of assets
- your choice of software
- strengths and weaknesses of your interactive media product and working processes
- ways to improve your interactive media product and working processes.

You must also collect and consider feedback from eg:

- client
- specialist eg professional developer
- audience/end-user
- peer
- teacher

You could also consider ways to improve.

You could produce the following evidence:

- a report
- Powerpoint
- annotated design sheet
- audio
- visual

Learning Objective 3	Pass	Merit	Distinction
Review their finished interactive media product	Outlines an obvious success <u>or</u> failure within the production process.	Outlines an obvious success <u>and</u> failure within the production process.	Outlines obvious <u>successes and failures</u> within the production process.

NCFE Level 2 Technical Award in Interactive Media

Unit 4 Present and Promote an Interactive Media Product

Assignment Title	Promoting a completed interactive media product
Duration	20 Hours

Internal Assessment Task

In this final unit, you will present and promote an interactive media product in the creative media industry.

Five months ago, when you were appointed to the new student induction team, you were on a 6 month probationary contract. In one month's time you will be invited to a final interview to decide if you will be offered a permanent post. At this you interview will be asked to:

- Give a presentation of your work for Valley Park School
- Showcase your products and skills

Before then you still have a number of tasks to complete. Your performance in these tasks will also be reviewed at the final interview.

Task 1 (LO1) – Explore methods of presenting and promoting an interactive media product

The New Student Team Director, Janet, was very pleased with the interactive media product that you created to promote Valley Park School.

She now needs you to demonstrate how much you know about:

- methods of presenting interactive media products
- methods of professional promotion
- the intended audience
- physical and / or digital presentation skills
- communication skills
- technical skills
- selection of format and medium
- methods of self-promotion

You could product the following evidence:

- annotated screenshots (eg social media page)
- presentation
- Video recording with commentary
- digital or interactive presentation
- poster
- leaflet
- audio/visual narrative
- blog/vlog
- screen capture
- flyers / email
- podcasts

Learning Objective 1	Pass	Merit	Distinction
Understand how to promote their skills and present an interactive media product in the creative media industry	Makes <u>general</u> conclusions.	Makes <u>simple</u> conclusions <u>related to the task</u> of presenting their interactive media product.	Makes <u>simple</u> conclusions related to the task and the outcomes of presenting their interactive media product.

Task 2 (LO2) – Review a Method of Promoting an Interactive Media Product

The New Student Team Director, Janet, is happy with your understanding of the different methods of presenting and promoting interactive media products and would now like you to present your interactive media product to the rest of the team and the Head of Year 7.

You should create a digital product that shows methods of:

- presenting your interactive media product
- promoting your skills

You could produce the following evidence:

- annotated screen shots
- video with commentary
- PowerPoint presentation
- Digital portfolio
- interactive showcase
- photographs
- promotion stand

Learning Objective 2	Pass	Merit	Distinction
Present an interactive media product and promote their skills	Uses <u>relevant skills</u> to present and promote an interactive media product.	<u>Uses</u> a combination of relevant skills <u>and/or</u> equipment <u>and/or</u> materials <u>and/or</u> processes to present and promote an interactive media product.	<u>Uses</u> a combination of relevant skills, equipment, materials <u>and</u> processes to present and promote an interactive media product.

Task 3 (LO3) – Review a Method of Promoting an Interactive Media Product

You have now completed all the tasks set by the New Student Team Director, Janet. Before the interview, she asks you to review how well you have presented your product and promoted your skills, highlighting strengths and weaknesses.

In your review you must evaluate:

- strengths and weaknesses
- feedback

Your review is to be submitted to Janet before your final interview takes place. This interview will determine whether you have successfully completed your 6-month probationary period.

You could produce the following evidence:

- a report
- Powerpoint
- annotated design sheet
- audio
- visual

Learning Objective 3	Pass	Merit	Distinction
Review the presentation and promotion of their interactive media product	Identifies at least one strength <u>or</u> weakness in the presentation and promotion of an interactive product.	Identifies at least one strength <u>and</u> at least one weakness in the presentation and promotion of an interactive product.	Identifies <u>at least two strengths</u> and <u>at least two weaknesses</u> in the presentation and promotion of an interactive product.

Learner Evidence

Unit 1 – Investigate interactive media production

LO1: Understand what is required for the development of an interactive media product.

Features

House style- It is a company's main way of presenting and laying out written material. It is important because people can recognize the company, how they work and what they do. For example, daily mail uses a big bold text for "daily" also they mainly use blue and white for their websites.

Typography-Is the style, appearance, arrangement of letters on the page. It helps attract the target audience if they use the right colour and font. For example, having text all around with different fonts telling people about different things.

Rollovers-A rollover is when a button turns a different colour when you hover over it. It is a technique using JavaScript that lets people change a page element. It is important because they could make it look better. And change things so it doesn't get boring and help it stand out.

Links-It is a word or a group of words that act as a way to take the user to another document or website. It is important because it can quickly take people somewhere else without them trying to find it. For example, on my valley park website there would be links so users can easily get to parts of the website they need the most without having to go through all pages to get to one.

Interactive elements- Are contact forms, chat rooms, appointment calendars and message boards. It is important because it will help retain the user's knowledge by making them do something. Also there is animations, videos and banners these also make people want to look at the website.

Navigation bar- It shows where other pages or info is or shows how to get there. It is important because it can help people find things like contents. A navigation bar contains links that take you to other pages it is used to make the pages look neater and makes it easier to click on the pages.

Hit counter- Is a program that shows the number of visitors that use the website. It is important because it shows how many people use it if it's useful or popular. This is important because it shows you how useful and popular your website is.

Leaderboard- Is a way of showing how well people have done on certain areas of a game or interactive thing on a website. They will show names and the scores that people have got also.

Audience and purpose of an interactive media product

Audience

The audience of the product will be the new year 7 students who need to find about the subjects and school. This will be a product for all ages and will be for both boys and girls. Year 7 are the target audience.

Purpose

The purpose of this interactive media product is to be used by younger years to find out about the teachers and where they teach. The product must be easy to access and must be simple for the user to use. It must be informative and must allow the user to see everything about the school. It must also give them directions to the classrooms and must give the user which subject is taken in them.

Techniques

- Sound editing- sound editing is editing noises and video sounds to make them sound better and adding things to them. It gives the interactive media sound so it is more exciting and makes people use it.
- Animation- animation is the simulation of movement created by displaying a series of images in one thing. This is like showing one image after another as quickly as you can to make it seem like the images are moving. Animation shows something about the website or helps in a more fun way which also makes people use it.
- Video editing- is the process of manipulating and rearranging video shots to create new work. It can crop and add effects to make it more exciting could be helpful. Also it could give information.
- Image manipulation- is changing an image to something different by editing it. To make the photo or picture stand out for example bold colours and make it bigger. Also to make something look better than it really is.
- Interactive media software- is the software that is used to make the interactive media product for example Mediator. This could also be PowerPoint or another program. This is how the interactive media products are actually made and includes lots of tools that will let me do this and make it very interesting

Processes

- Storyboards- storyboards are for planning or the making of an animation, film or interactive media sequence. They are used to plot the layout of an animation or video so the makers know how to lay it out before starting to make it.
- Mood boards- mood boards are for planning or getting ideas together for anything usually all the photos and words are the same sort of style or concept. They help the animators and video makers get ideas and put them together.
- Scripts- scripts are for making speeches, lines and are used in computers as a list of commands for an interactive media product. This lets you plan out things and get everything planned out well.
- Risk analysis- risk analysis is identifying and measuring uncertainties, estimating their impact on outcomes that we care about. This means that we are looking at all of the things that could go wrong.
- Coding- the process of using code to make something work and be interactive.
- Testing- testing a program or application for bugs, glitches or to see if the company wanted the program or application. It makes sure they don't release the animation, video or interactive media product with glitches or bugs.

Health and Safety Issues

- The Data Protection Act 1998 is the law which controls the use of personal data, it gives rights to the data subjects (people whose personal data is stored on computer systems).
- If an employee works with display screen equipment (DSE), you are required to pay for them to have regular eyesight tests if they ask you to.
- Computer Misuse Act. This makes sure people are using computers correctly and are not trying to hack into something and steal all of their information.
- Health and Safety, there are a lot of health risks whilst creating a product, the main role of the health and safety act is to make sure that all employees are given the general aspects of their health and safety at work.
- Repetitive strain injury (RSI) is also a health risk that can occur when creating an interactive media product. (RSI) is the condition where pain and other symptoms occur in an area of the body which has done repetitive tasks, (usually the arms and the hands).

LO2: Experiment with interactive media products and their production in relation to a brief

Photo editing

Original Photo



Edited Photo



For this photo I inverted the colour of the photo. I did this by using clicking invert tool in Photoshop. I changed the colour of the photo to be inverted because I thought it looked better like this.



For this photo I added text to the bottom of it using adobe illustrator. I did this by clicking on the text tool and typing in "Taylor Building".



What I did is that I put green rectangles over the sky using fireworks. I did this by using the rectangle tool and changing the fill.



I have use the paint to draw some text on this picture. The text that was drawn says "This has been edited". I did this by clicking on the draw tool and drew the text "This has been edited". I did this to show the photo has been edited.



I changed the photo from black and white using the app google snap seed. This is an app on the iOS app store. I did this because I thought black and white suited

Navigation Bar Designs

Design 1



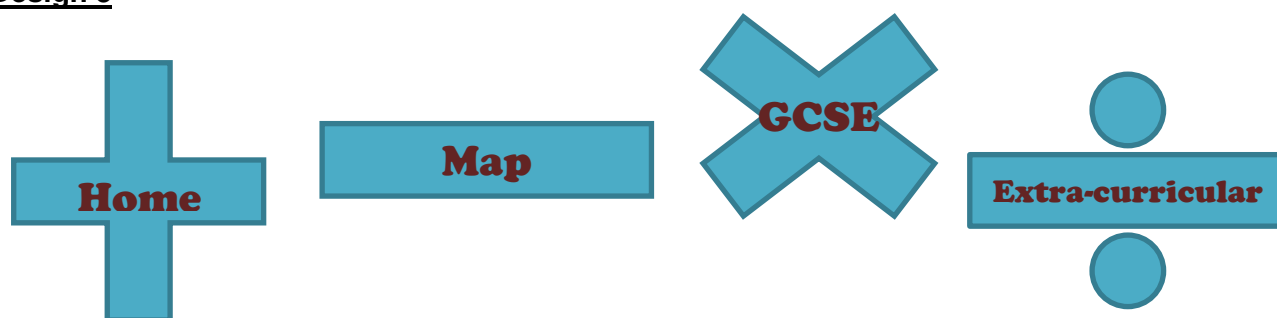
Interactivity-	This navigation bar has rollovers turning red and it will take you to the page also the button lights up when hovering over it.
Font-	The font in this navigation bar is Calibri (body) like the rest of the page.
Colours-	This navigation bar is green with orange writing and blue background.

Design 2



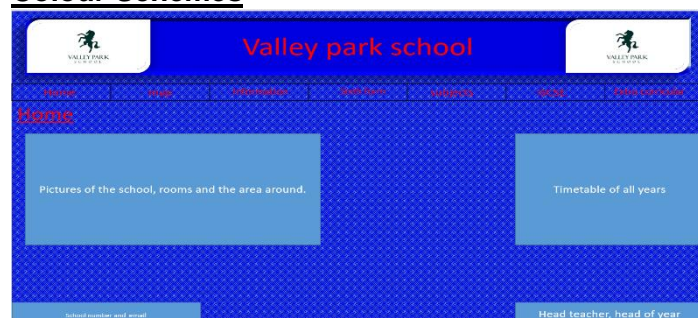
Interactivity-	This navigation bar has drop downs and rollovers that make the background on the arrows change to blue when hovering over them.
Font-	The font in this navigation bar is Calibri (Body) and all the other pages would be.
Colours-	This navigation bar is blue and it has arrows with a paper and a pen on it with blue writing on them.

Design 3



Interactivity-	This navigation bar has rollovers that when the cursor is over the button it will change to a brighter shade of blue And drop downs that give you different options linked to the main page.
Font-	The font in this navigation bar is copper black. The pages and info is going to be Calibri.
Colours-	This navigation bar is blue and maroon and it is in math related signs

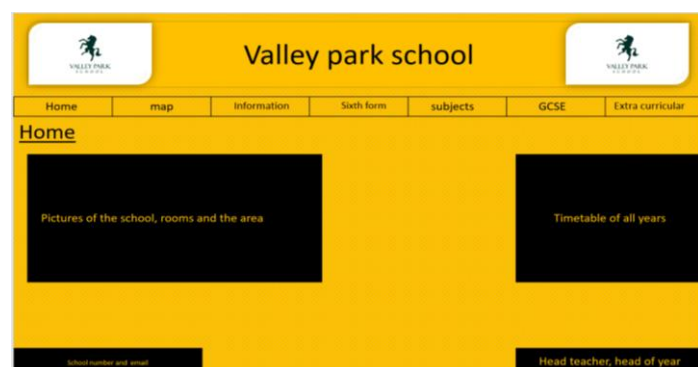
Colour Schemes



Colour scheme 1 has **blue** and **red**. It might be good because the writing and pictures would stand out from the background and it is neat so everything is easy to find and see. The title is size 44, the navigation bar is size 11, the 'Home' subtitle is size 32 and the text in the boxes is size 18. The font is Calibri.



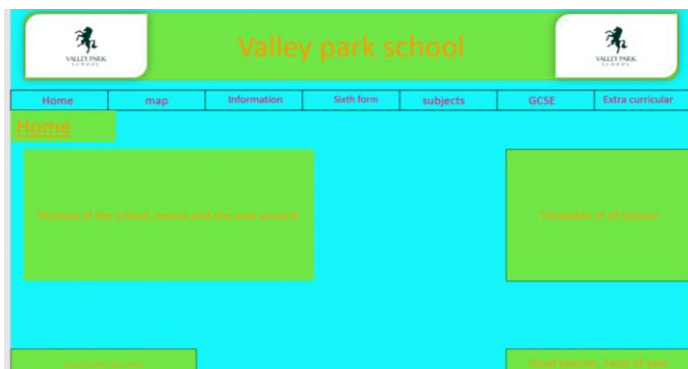
Colour scheme 2 has **blue** and **hot pink**. It might be a good home page because the colours are bright and more exciting than the 1st home page also the writing stands out from the background and so does the logo.



Colour scheme 3 has **Yellow** and **black**. It could be a good homepage because the colours are bright and the writing and logo stands out from the background.



Colour scheme 4 has **Black** and **Red**. It would be a good homepage because the colours go together well and the photos and videos will stand out from the red background also the dropdowns will be white so they stand out more. Bad things about this is it is dark and there is not a range of colours.



Colour scheme 5 has Blue and green. It would be a good homepage because the colours are bright and kind of stand out from each other. The drop downs will stand out because they will be black and white the bad thing is it is bright and not a good colour for a website.

LO3: Review their experimentation with interactive media products

Evaluation

The first thing that I did was to experiment with different image editing software. From my experimentation I think that my image editing went very well because I could use lots of different applications. I used Photoshop, Fireworks, illustrator and some on my iPad too. I was able to edit the images and I made them look better whilst making sure I was learning how to use them.

The next thing that I did was to create some navigation bar designs and trial different colours on them. I then designed my homepage and tried different colours on that too. I don't think that I added enough information in my experimentation because it doesn't really cover all of the areas I needed to cover. My teacher said that I should have included some more detailed descriptions in them to make it clearer how they linked to my brief. I also don't think that I have really experimented with lots of ideas and I could have done this better too.

Unit 01 - Assessor Feedback to Learner

Learner Name	Learner 1	Qualification Name	NCFE Level 1 Technical Award in Interactive Media
Assessor Name	Miss Read	Qualification Number	603/0851/5
Please state the grade the learner has achieved			
<u>Grade: Level 1 Merit</u>			
Feedback from Assessor to Learner			
<p>LO1 - You have identified key points that cover the development of an interactive media product. You have described the features, processes and techniques involved in the development. You have also identified some health and safety issues that relate to the use of computers. You have also identified the audience and purpose of your own product well. You should add to your identified points to explain them in more detail.</p> <p>LO2 – You have carried out experimentation linking to image editing, navigation bars and colour schemes. Your experimentation shows a range of ideas along with some description of what you did and do / do not like about your ideas. Your experimentation shows some consideration of the brief, but this should be developed to increase your grade.</p> <p>LO3 – You have described what you did in your experimentation within your evaluation and given some consideration of the strengths and weaknesses. This should be developed further to increase your grade and also you need to state an overall conclusion for your experimentation.</p>			
Comments from Learner			
XXX			
Any further actions? (Please initial and date once actions have been completed)			
XXX			
Learner Signature	Miss Read	Date	XXX
Assessor Signature	Learner	Date	XXX

Unit 2 – Plan and prepare for an interactive media product

L01: Understand how to produce a proposal to meet a brief

Existing Proposals

Construction Proposal

[illegible]

This proposal document includes information about the scenario the proposal is being made into. This gives some background into the reason why the product is being made and also describes the reasons why someone is making something in general. It also includes a list of the materials that are needed in the building and what people are needed in making the product. They have included a costing for the project and the timings for it and how long it takes to complete. They have clearly done some research into the costs for each of the materials and how long each of the stages will take.

Website Proposal

I. Proposed Summary (Executive Summary)

The *Proposed Summary* should be about one paragraph of 3-5 sentences and should include the amount of funding requested and the most general description of the use that will be made of the funds.

II. Organization Description and History

The *Organization Description and History* section should be about 1-4 pages in length and should include the history of the organization, its structure, information about office location, and should be involved in providing the activities and services that will be provided. It should include information about the organization's relevant experience and accomplishments, major accomplishments of the organization, relevant awards and accomplishments of the organization, established partnerships and relationships that will be involved in carrying out the activities of the organization, and information about the organization's history. The *Organization Description and History* section should be about 1-4 pages in length and should include the history of the organization, its structure, information about office location, and should be involved in providing the activities and services that will be provided. It should include information about the organization's relevant experience and accomplishments, major accomplishments of the organization, relevant awards and accomplishments of the organization, established partnerships and relationships that will be involved in carrying out the activities of the organization, and information about the organization's history.

III. Background

The *Background* section of 2-5 pages in length should provide the reader with an explanation of the problem that has created the need for the program that will be funded by the requested grant. It should provide some of the data that the problem exists as well as the proposed project will contribute to a solution to the problem to will reduce the harmful impact of the problem. It should highlight needs and government publications that indicate the problem is a high priority for the government. It should provide the reader with decision-makers' support and information to be a significant and the reader who finds this section of the report very important and relevant. It should provide the reader with a list of references that provide useful support on 11, 12, and 13 and 14 and 15 and 16 and 17 and 18 and 19 and 20 and 21 and 22 and 23 and 24 and 25 and 26 and 27 and 28 and 29 and 30 and 31 and 32 and 33 and 34 and 35 and 36 and 37 and 38 and 39 and 40 and 41 and 42 and 43 and 44 and 45 and 46 and 47 and 48 and 49 and 50 and 51 and 52 and 53 and 54 and 55 and 56 and 57 and 58 and 59 and 60 and 61 and 62 and 63 and 64 and 65 and 66 and 67 and 68 and 69 and 70 and 71 and 72 and 73 and 74 and 75 and 76 and 77 and 78 and 79 and 80 and 81 and 82 and 83 and 84 and 85 and 86 and 87 and 88 and 89 and 90 and 91 and 92 and 93 and 94 and 95 and 96 and 97 and 98 and 99 and 100 and 101 and 102 and 103 and 104 and 105 and 106 and 107 and 108 and 109 and 110 and 111 and 112 and 113 and 114 and 115 and 116 and 117 and 118 and 119 and 120 and 121 and 122 and 123 and 124 and 125 and 126 and 127 and 128 and 129 and 130 and 131 and 132 and 133 and 134 and 135 and 136 and 137 and 138 and 139 and 140 and 141 and 142 and 143 and 144 and 145 and 146 and 147 and 148 and 149 and 150 and 151 and 152 and 153 and 154 and 155 and 156 and 157 and 158 and 159 and 160 and 161 and 162 and 163 and 164 and 165 and 166 and 167 and 168 and 169 and 170 and 171 and 172 and 173 and 174 and 175 and 176 and 177 and 178 and 179 and 180 and 181 and 182 and 183 and 184 and 185 and 186 and 187 and 188 and 189 and 190 and 191 and 192 and 193 and 194 and 195 and 196 and 197 and 198 and 199 and 200 and 201 and 202 and 203 and 204 and 205 and 206 and 207 and 208 and 209 and 210 and 211 and 212 and 213 and 214 and 215 and 216 and 217 and 218 and 219 and 220 and 221 and 222 and 223 and 224 and 225 and 226 and 227 and 228 and 229 and 230 and 231 and 232 and 233 and 234 and 235 and 236 and 237 and 238 and 239 and 240 and 241 and 242 and 243 and 244 and 245 and 246 and 247 and 248 and 249 and 250 and 251 and 252 and 253 and 254 and 255 and 256 and 257 and 258 and 259 and 260 and 261 and 262 and 263 and 264 and 265 and 266 and 267 and 268 and 269 and 270 and 271 and 272 and 273 and 274 and 275 and 276 and 277 and 278 and 279 and 280 and 281 and 282 and 283 and 284 and 285 and 286 and 287 and 288 and 289 and 290 and 291 and 292 and 293 and 294 and 295 and 296 and 297 and 298 and 299 and 300 and 301 and 302 and 303 and 304 and 305 and 306 and 307 and 308 and 309 and 310 and 311 and 312 and 313 and 314 and 315 and 316 and 317 and 318 and 319 and 320 and 321 and 322 and 323 and 324 and 325 and 326 and 327 and 328 and 329 and 330 and 331 and 332 and 333 and 334 and 335 and 336 and 337 and 338 and 339 and 340 and 341 and 342 and 343 and 344 and 345 and 346 and 347 and 348 and 349 and 350 and 351 and 352 and 353 and 354 and 355 and 356 and 357 and 358 and 359 and 360 and 361 and 362 and 363 and 364 and 365 and 366 and 367 and 368 and 369 and 370 and 371 and 372 and 373 and 374 and 375 and 376 and 377 and 378 and 379 and 380 and 381 and 382 and 383 and 384

This proposal document includes a brief history of the product that is being made and includes key information about why the product is being made is some information about what it's being made for. There is also a description of the history of the company, which is detailed and maybe not needed in this report. There is then a description of the product that is being made and what it's likely to include. There is a clear description of what it is going to include and any key information that is required.

Garden Proposal

[illegible]

This proposal document includes information about the scope of the project and where it fits into a company. There is then information about the time it will take to make the product and information about all of the key areas that will make up the project. For example it talks about pruning and trimming which are stages of the whole of project.

Areas to Include

These are the areas that I will include in my proposal document:

- Information about the project (audience and purpose)
- Techniques and Processes that I will go through
- Tools and Platforms that I will use
- House Style and Page Designs
- Project Plan of the timings and stages involved

LO2: Produce a proposal meeting the requirements of a brief

Audience and purpose of an interactive media product

Audience

The audience of the product will be the new year 7 students who need to find about the subjects and school. This will be a product for all ages and will be for both boys and girls. Year 7 are the target audience.

Purpose

The purpose of this interactive media product is to be used by younger years to find out about the teachers and where they teach. The product must be easy to access and must be simple for the user to use. It must be informative and must allow the user to see everything about the school. It must also give them directions to the classrooms and must give the user which subject is taken in them.

Audience and Purpose of Different Products

Fortnite:

The audience for this product is aimed for the age bracket 8 to 40 because there is guns and violence which means it is not suitable for children under the age of 8. The purpose for fortnite is to make people pay the game more and spend money on the game. It is not suitable for children under the age of 8 because it is too violent for them and not something they would be interested in either. The purpose of the product is to entertain and make people laugh and make sure that they pay to play the game and keep things interesting.

Snapchat:

The audience for snapchat is aimed at the age bracket 13 and above because there is an age restriction on it for if you're under 13 you're not allowed on the app or website. Also normally people under the age of 13 don't have a number or phone to be able to log into it. The purpose of this app is to allow people to send people messages and pictures.

BBC Bitesize:

The audience for BBC Bitsize is teachers and students aged 3 to 18 for students and age 20 to 50 for teachers. This is because it is a website that is used for students and teachers to read and learn. The purpose for this website is to help students and teachers learn more about they subject they are learning about.

Techniques

I will use some sound editing in my product to make sure that any sound I have used will be appropriate. I will use audacity to edit the sounds and make sure they are ok. I will maybe use a simple animation to help add something interactive to my product and it will make sure that my product meets the audience and purpose. I don't think that I will use video editing within my product because I don't want to add a video, as I think it will be too complicated to make. I will use lots of image manipulation within my product to make sure that all of the images are suitable with the audience and purpose. This will help to make sure that all of my images are suitable and I have edited them. I am definitely going to use an interactive media software to create my product. I think that I will either use Mediator or PowerPoint to make my product as I know exactly how to use them and what it does really.

Processes

I will create some storyboards to show the layout of all pages in my product an also all of the key areas within my product. I will also use some mood boards to help me gather ideas for my product and it will make things seem a little easier to organise. I will be using coding to make sure that my product has interactive things within it. Without the coding then my product won't work as I expect it to. I will also need to use testing to make sure that my product works exactly as expected and that I have included everything that I need to. It will also help to make sure that I meet the audience and purpose more.

Tools

I am going to add a navigation bar to my product to make sure that all of the pages link together well. I am also going to use hyperlinks to also make sure that all of the pages link together. I am going to add in a simple animation to my product to make sure that it is truly interactive and works well. I will have lots of images in my product, such as buildings of the school and the animals and also make sure that some of them are relevant to the school. I will have text on each of the pages and information included about the school and anything relevant to the new Year 7 students and visitors.

Platforms

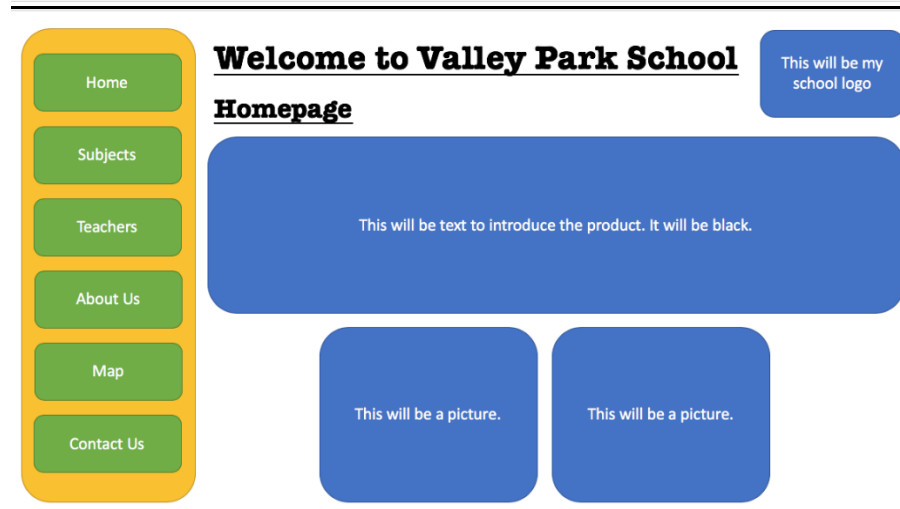
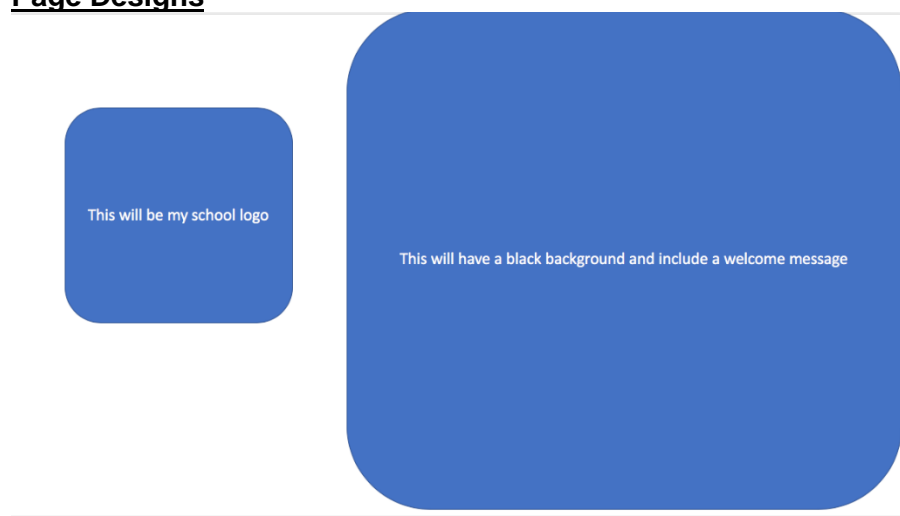


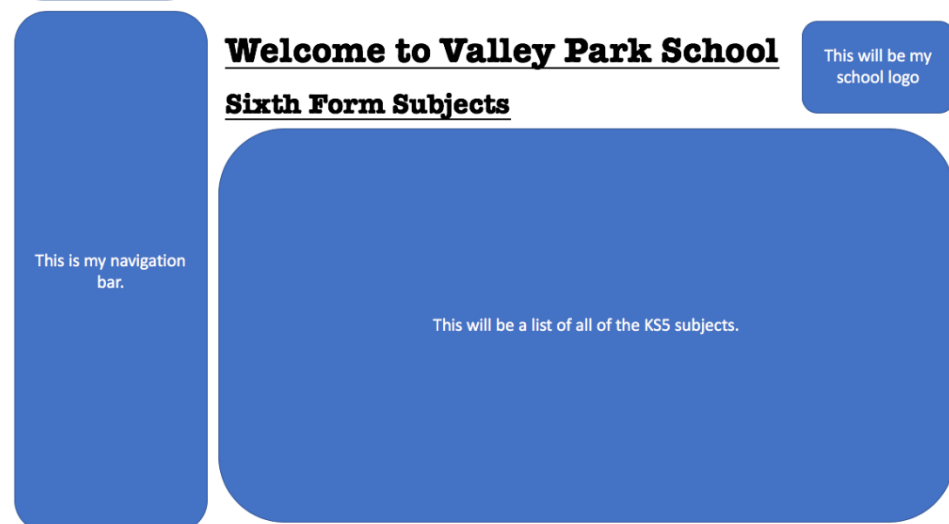
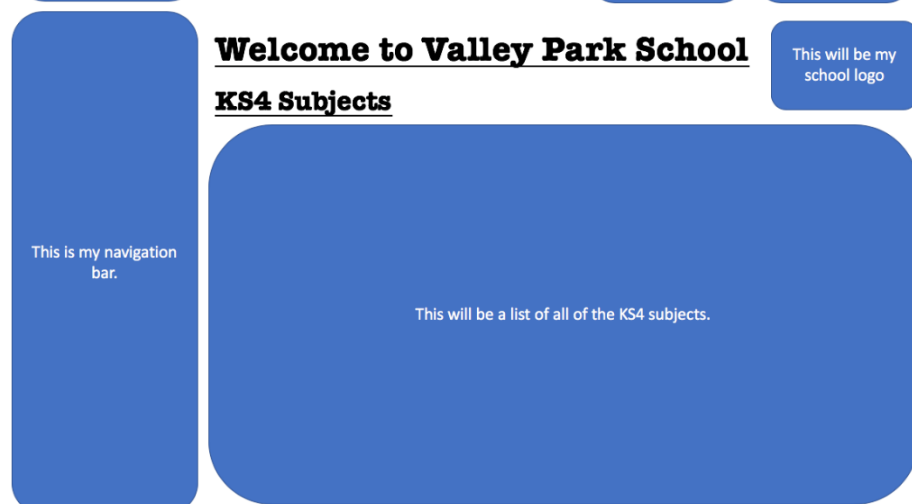
I am going to make an interactive presentation because I think it will be the one that will meet the audience and purpose the best. I have chosen this because they are the one that I know how to create using PowerPoint as well. I think that they presentation will be interesting for the audience and will help people know exactly what is happening. It will be something that could be shown on the TVs around the school and students and teachers can interact with them and use them properly.

House Style

I have chosen to go with a white background for all of my pages because it will make the text easy to read and stand out. I have chosen a black text to make it easy to read and simple to create. I have also chosen to use Calibri and American Typewriter as my fonts because I think they are easy to read and will be eye catching. I have chosen a golden background for my navigation bar and green buttons to make sure that they match the colours of the school. I have chosen to have “Welcome to Valley park School” on every single page so that people know exactly what the product is about. I have also chosen to include the logo in the top right hand corner of every page to make sure that it looks ok.

Page Designs





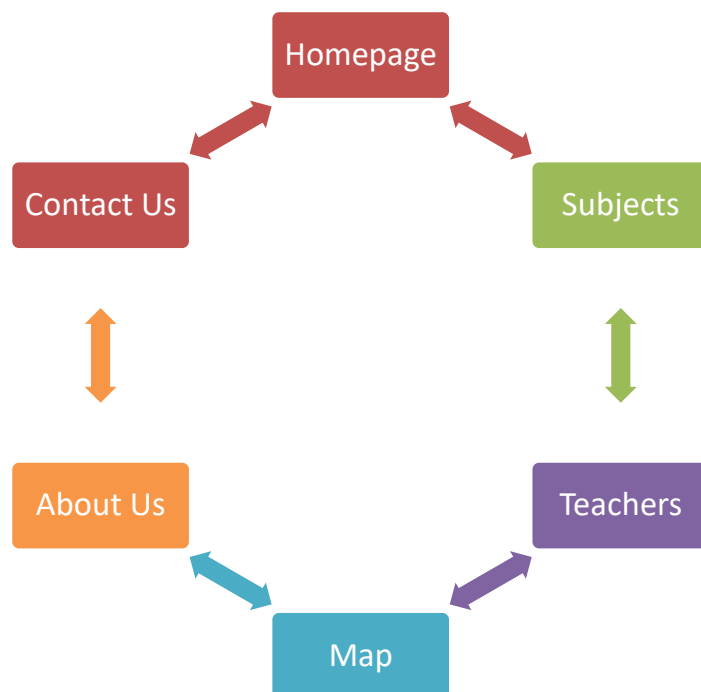


LO3: Produce planning for an interactive media product meeting the requirements of the brief and proposal

Stages of production

<u>Step</u>	<u>Time</u>	<u>Why?</u>
<u>Audience and purpose</u>	1 hour	So I can target the audience more easily and make my product suit them.
<u>Look at examples of college websites</u>	5 hours	So I can see what other school websites and interactive media products look like and what I have to include.
<u>Choose solution</u>	1 hour	Picking my product to be appropriate for a school.
<u>Hardware and software</u>	1 hour	So I can remember what I need to include and why
<u>Planning interface design</u>	5 hours	So I can plan the look of my product before doing it straight away.
<u>Gather assets</u>	5 hours	So that I can get all of the information and images I need in the correct place.
<u>Edit pictures/videos/sounds</u>	5 hours	So that I can make the images and assets my own and make them suitable for the audience and purpose.
<u>Make product</u>	10 hours	So that I have something to give the client and show off my skills and make it all better.
<u>Test product</u>	1 hour	So that my product meets the audience and purpose and that I have made sure it works as expected
<u>Improve product</u>	1 hour	To make sure that my product really meets the audience and purpose well.
<u>Evaluate product</u>	1 hour	To see what I could do to improve the product and make it better or not.

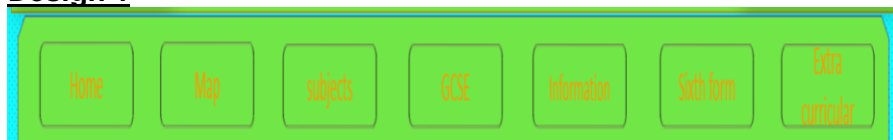
Navigation Chart



All of the pages will be linked together using a navigation bar which will appear on every single page. All of the main pages in the above diagram will link together. The only pages that won't be linked are the KS3, KS4 and KS5 subjects pages. This is because they will only be linked to the subjects' page. I have done this because I don't think people will want to do everything and get it all working properly.

Navigation Bar Designs

Design 1



Interactivity-

This navigation bar has rollovers turning red and it will take you to the page also the button lights up when hovering over it.

Font-

The font in this navigation bar is Calibri (body) like the rest of the page.

Colours-

This navigation bar is green with orange writing and blue background.

Design 2



Interactivity-

This navigation bar has drop downs and rollovers that make the background on the arrows change to blue when hovering over them.

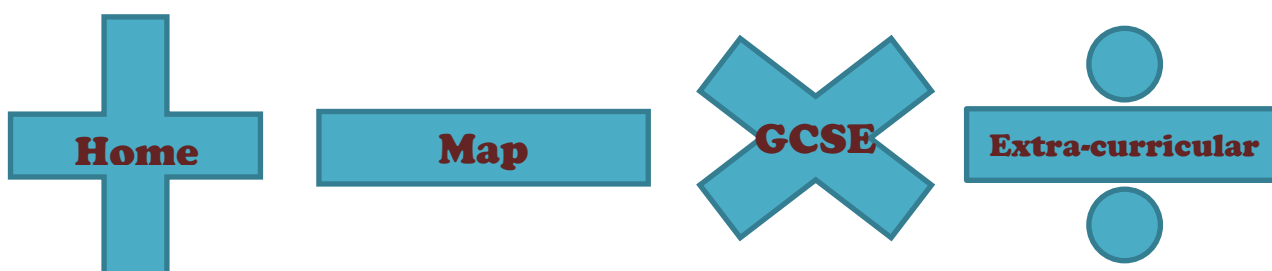
Font-

The font in this navigation bar is Calibri (Body) and all the other pages would be.

Colours-

This navigation bar is blue and it has arrows with a paper and a pen on it with blue writing on them.

Design 3



Interactivity-

This navigation bar has rollovers that when the cursor is over the button it will change to a brighter shade of blue And drop downs that give you different options linked to the main page.

Font-

The font in this navigation bar is copper black. The pages and info is going to be Calibri.

Colours-

This navigation bar is blue and maroon and it is in math related signs

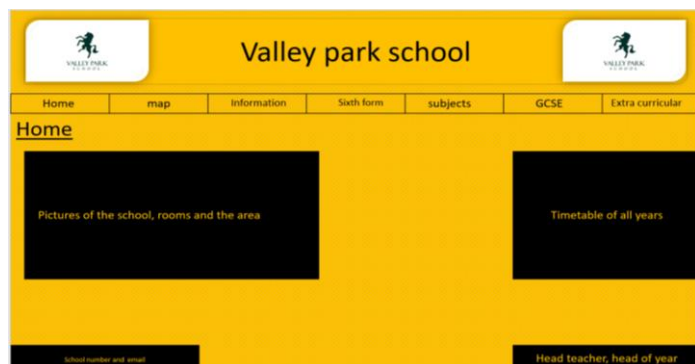
Colour Schemes



Colour scheme 1 has **blue** and **red**. It might be good because the writing and pictures would stand out from the background and it is neat so everything is easy to find and see. The title is size 44, the navigation bar is size 11, the 'Home' subtitle is size 32 and the text in the boxes is size 18. The font is Calibri.



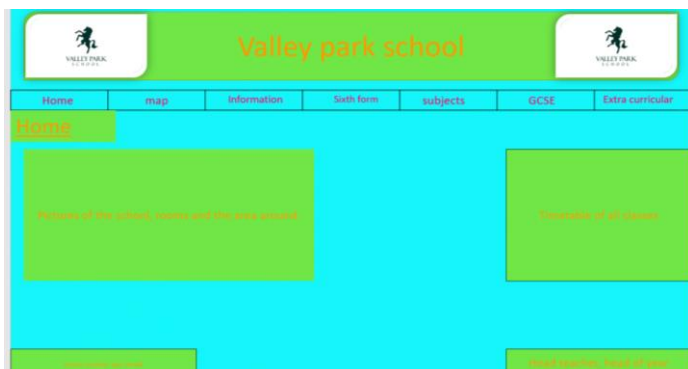
Colour scheme 2 has **blue** and **hot pink**. It might be a good home page because the colours are bright and more exciting than the 1st home page also the writing stands out from the background and so does the logo.



Colour scheme 3 has **Yellow** and **black**. It could be a good homepage because the colours are bright and the writing and logo stands out from the background.



Colour scheme 4 has **Black** and **Red**. It would be a good homepage because the colours go together well and the photos and videos will stand out from the red background also the dropdowns will be white so they stand out more. Bad things about this is it is dark and there is not a range of colours.



Colour scheme 5 has Blue and green. It would be a good homepage because the colours are bright and kind of stand out from each other. The drop downs will stand out because they will be black and white the bad thing is it is bright and not a good colour for a website.

Font Experimentation

Example 1

Valley park school

The font I have used is called OCR A STD. I like this font because it is bold, the font stands out more, looks very professional and the text looks more interesting. It also makes the text look like it can be used by a business. Something that is negative about the font is that it's too bold and doesn't stick out to the user. It also doesn't target the audience and the purpose that the product is created for.

Example 2

Valley park school

This font is called MS gothic. I like the font because it looks more professional which is good because it looks like it would be used at a business or school. It also stands out which helps to be able to catch the user's eyes. Something negative about the font is that the font makes the text look smaller, it is difficult to see what the text is saying and it doesn't fit the audience that is meant to use the product we are making.

Example 3

Valley park school

The font used is called Arial black. I like the font because the font makes the text stand out to the user so I can make them attracted towards the product and the font looks like it's for a business and it looks great. The disadvantages of the font style are that it is too blocky and doesn't fit the product. It also doesn't match the style of what the school looks like.

Example 4

VALLEY PARK SCHOOL

The font is called BankGothic Md BT. I like the font because it makes the text stand out and it looks like the text that the school uses for most of its websites and other places and it looks nicer. The disadvantages of this font is that it is difficult to see the text.

Example 5

Valley park school

This font is called skozuka Mincho pro I. I like this font style because it makes the text stand out and look bigger and more attractive to the user. This helps to draw the user to the product. The disadvantages of the font are that it doesn't suit the product's look and isn't bold enough to be seen by anyone.

LO4: Review the proposal and the planning of an interactive media product

Evaluation

Overall I have produced a good plan for my Valley Park School product. I first looked at the audience and purpose of the product and then explored lots of different websites. I have then played around with lots of different ideas and colour schemes. I have tried different fonts and layouts and have made a final layout that I am very happy with. I like the overall look of it and I think lots of other people will too. My teacher and some of my friends have said that the look of my product is professional and will suit the audience and purpose.

I'm not really happy with some of the detail in my exploration of ideas and their development. I really think that I could have changed some of them to add in more detail and make them more accurate and include information about how each of the plans and exploration meet the audience and purpose.

Unit 02 - Assessor Feedback to Learner

Learner Name	Learner 1	Qualification Name	NCFE Level 1 Technical Award in Interactive Media
Assessor Name	Miss Read	Qualification Number	603/0851/5
Please state the grade the learner has achieved			
<u>Grade: Level 1 Merit</u>			
Feedback from Assessor to Learner			
<p>LO1 – You have identified a range of aspects that are required for the development and production of an interactive media product. You have explored a range of existing proposals and described the different features that are involved in a proposal.</p> <p>and LO2 – You have summarised the audience and purpose of your own product and explored those of 3 alternative existing products. You have provided a range of evidence to show a proposal for your own product and covered all of the areas with some technical detail in your answers. You have also some areas of planning for your own product and rough plans for your page designs. To improve your grade you need to provide some development and explanation of your ideas.</p> <p>LO3 – You have produced a clear project plan that shows some understanding of technical terms and relevance when planning your product. This is limited in detail and doesn't always include all areas or relevant timings. Your planning shows some consideration of the brief, but this is not always consistent.</p> <p>LO4 - You have described what you did in your planning documentation within your evaluation and given some consideration of the strengths and weaknesses. This should be developed further to increase your grade and also you need to state an overall conclusion for how your planning went.</p>			
Comments from Learner			
XXX			
Any further actions? (Please initial and date once actions have been completed)			
XXX			
Learner Signature	Miss Read	Date	XXX
Assessor Signature	Learner	Date	XXX

Unit 3 – Development and production of an interactive media product

LO1: Understand how to use appropriate software for the development and creation of an interactive media product and its assets

LO2: Create an interactive media product to meet a brief

Image Editing



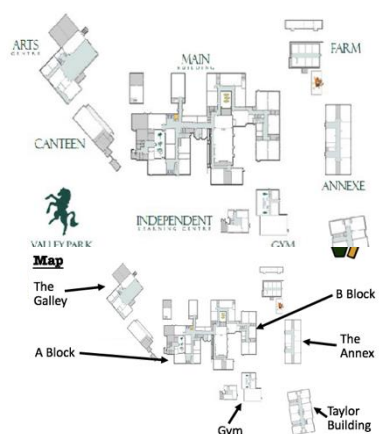
I edited this image using photoshop. I used the brightness tool to make the sky much bluer in colour.



I edited this image using Photoshop. I used the crop tool to take away some of the trees.



I made this logo using Fireworks. I drew out the shapes for the V and the P and then filled them in using the paint bucket tool. I then saved this image and made sure that I can add it into my PowerPoint.



I edited this map to make the text much easier to read and also added in some new labels to make it much more interesting. I used the text tool to add in new text and also added in some new arrows to show that it makes it look better.



I have edited this image using Photoshop and changed the colours to black and white. I have removed the colours and also changed some of the focus to make it slightly blurry.



I have not edited this image because I think that it looks pretty good already.



I have edited this image using Photoshop and changed the colours to make them slightly more red I have used the colour filters to do this. I also changed the colour of the bin from red to green to make it stand out more.



I have edited this image using Photoshop and changed the focus of the image to make it slightly blurry. I have tried to make the focus more on Dave instead of the fence in the front. I have also edited this image to make the colours slightly more vivid too.



I have edited this image using Photoshop to make the colours of the image much less contrasted, which will make it fit in better with my product. I also changed the colour of the grass to make it greener so it didn't look so dead.

Product Making

[Home](#)
[Subjects](#)
[Teachers](#)
[About Us](#)
[Map](#)
[Contact Us](#)

Welcome to Valley Park School

Homepage

- Welcome to Valley Park School
- This product is designed to help you find your way around the school and give you more information about it.
- Use the navigation bar here to select which page you want to go to.

VP

I made the homepage for my product and also made the navigation bar. I added in the images that I edited and also used the shape tool to make my navigation bar.

[Home](#)
[Subjects](#)
[Teachers](#)
[About Us](#)
[Map](#)
[Contact Us](#)

Welcome to Valley Park School

Subjects

- There are lots of different subjects students can take:
 - [KS4 Subjects](#)
 - [KS3 Subjects](#)
 - [Sixth Form](#)

VP

I made the subjects pages for my product. I used the text tool to add in the list of subjects and also added in a list of bullet points to lay out the text better. I added in some of the pictures that I edited and changed the size of them. I also copied my navigation bar onto the pages as well. I also then made hyperlinks to make the 3 subject pages link together. This means you click on the page and it will go to that page. I have to research to find out the list of all the pages.

[Home](#)
[Subjects](#)
[Teachers](#)
[About Us](#)
[Map](#)
[Contact Us](#)

Welcome to Valley Park School

KS3 Subjects

• English	• Computer Science
• Maths	• PE
• Science	• Drama
• Geography	• Dance
• History	• Music
• Ethics / Classics	• French

VP

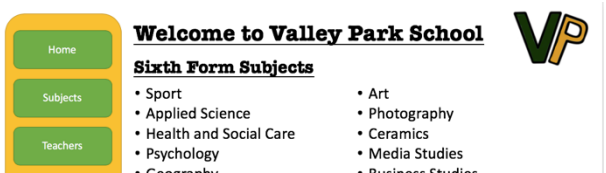
[Home](#)
[Subjects](#)
[Teachers](#)
[About Us](#)
[Map](#)
[Contact Us](#)

Welcome to Valley Park School

KS4 Subjects

• Biology	• Ethics	• Art
• Chemistry	• Classics	• Ceramics
• Physics	• Health and Social Care	• Photography
• Computer Science	• Psychology	• Dance
• Interactive Media	• Graphic Design	• Drama
• Maths	• Engineering	• Music
• English Literature	• Textiles	• Music Technology
• English Language	• 3D Design	• Performing Arts
• Geography	• Business Studies	• Sport
• History		• PE

VP



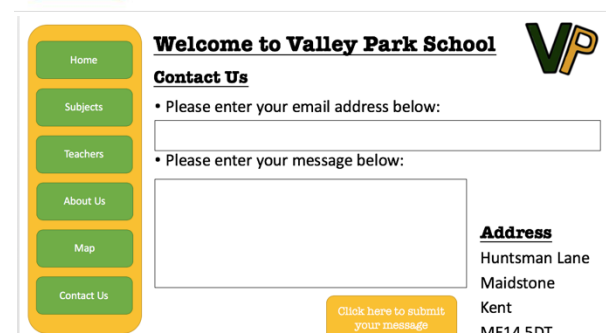
I have made this list of teachers and created a list using bullet points. I also used paragraphs to make a 3 column image that would contain my text. I have researched the text and added in all of the teachers that I know. I also also tried to make sure that I spelt them correctly.



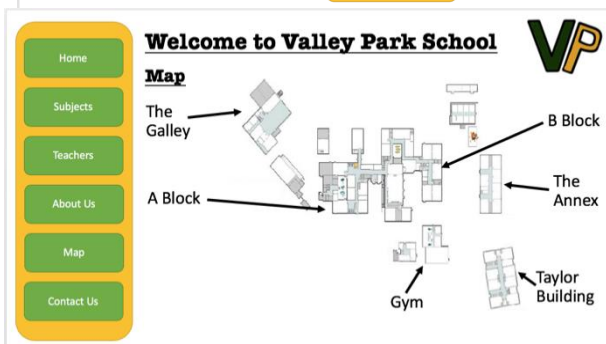
I have created an about us page using the text from the school's Wikipedia page. I have copied the text, but I have changed it into something that means more to the students. I have also added in bullet points and some of the images that I have edited.



I have created a contact us page which includes boxes that people can fill in to include all of questions that they want to add. I couldn't work out how to add in boxes the people can type in, so they are just blank ones until I can work out how to do this.



I have created the map page using some of the shape and text tools to add in the labels and arrows. I have also added in the navigation bar from my original designs and made sure that it looks good. I have also added in the hyperlinks for my navigation bar to make sure that it now fully works and it all linked up properly.



Folder Structure

Adobe editing softwares	20/06/2018 15:19	File folder
DA202SPB	06/12/2017 11:30	File folder
External Assessment	11/12/2018 12:16	File folder
Fw	20/06/2018 15:18	File folder
Pictures (jpg)	29/10/2018 09:36	File folder
PowerPoints	30/10/2018 11:22	File folder
School Map	26/04/2017 10:44	File folder
Word Documents	06/11/2018 12:18	File folder

This print screen shows that I have made lots of folders and stored all of the information in the correct places.

aesthetic-clouds-pale-pink-Favim_com-...	23/05/2018 11:45	JPEG image	28 KB
mobile1	18/05/2018 13:15	JPEG image	120 KB
rabbit-sitting-up-for-logo300x225	30/01/2017 11:35	JPEG image	31 KB
Taylor Building	28/04/2017 12:38	JPEG image	225 KB
TaylorBuilding	28/04/2017 12:39	JPEG image	225 KB
tblock	23/05/2018 11:38	JPEG image	135 KB
test editing picture - Copy	15/05/2018 10:31	JPEG image	257 KB
test editing picture	15/05/2018 10:31	JPEG image	257 KB
Valley Park Map	01/10/2018 09:43	JPEG image	69 KB
Valley Park Map	19/04/2017 13:12	JPEG image	177 KB

This print screen shows that I have edited my images and saved them all as JPEG images. This means that I can easily put them into my PowerPoint.

Testing

Test Description	Expected Outcome	Actual Outcome
Test that the homepage button works	The page will load properly.	The page loads everything and the hyperlink works.
Test that the subjects page works	The page will load properly.	The page loads everything and the hyperlink works.
Test that the teaches page works	The page will load properly.	The page loads everything and the hyperlink works.
Test that the about us page works	The page will load properly.	The page loads everything and the hyperlink works.
Test that the map page works	The page will load properly and I can click on the buildings and go to more information about them.	The page loads everything and the hyperlink works. I didn't make any pages with more information in them, so this but didn't work.
Test that the contact us page works	The page will load properly and I can fill in the form.	The page didn't work as I couldn't fill in the form and send it off. I need to edit this page so that I can do this, but I don't know how to.

LO3: Review their finished interactive media product

Evaluation

I have completed the product using a range of tools in PowerPoint. I have used the hyperlink tool to make sure that all of the pages link together well. The people who tested my product have said that they think it's good that all of the buttons link together and make the product easy to use. They said that it's easy to use when everything works well together. I think that this shows I can use PowerPoint with confidence and know what I am doing.

A failure of my product is that the contact us page didn't work. People using the product aren't able to type in the boxes and I couldn't work out how to get it work. I also couldn't work out how to make the button work, as the text boxes don't work either. The people who tested my product also said that they didn't it was very good that this didn't work. It shows that sometimes I don't know what I am doing.

Unit 03 - Assessor Feedback to Learner

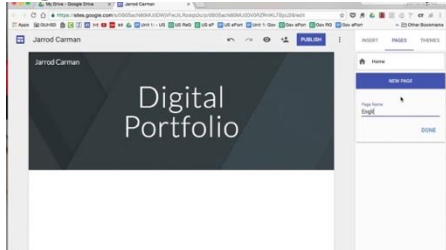
Learner Name	Learner 1	Qualification Name	NCFE Level 1 Technical Award in Interactive Media
Assessor Name	Miss Read	Qualification Number	603/0851/5
Please state the grade the learner has achieved			
<u>Grade: Level 1 Merit</u>			
Feedback from Assessor to Learner			
<p>LO1 and LO2 – You have created range of evidence to show how you prepared and developed your assets and final product. You have shown clear evidence of testing and the folder structure of your final product. There is some evidence of suitable naming conventions and folder structures. When completing your production log you have used some technical terms within your write-up. There is limited evidence to suggest how your assets and development link together to create your product. The final product that you have produced shows some use of technical skills when meeting the brief. However, some areas of your final product do not work as expected.</p> <p>LO3 – The review you have produced outlines an obvious success and failure with your final product. You have described the success and failure well, but you need to include a range of successes and failures to increase your grade.</p>			
Comments from Learner			
XXX			
Any further actions? (Please initial and date once actions have been completed)			
XXX			
Learner Signature	Miss Read	Date	XXX
Assessor Signature	Learner	Date	XXX

Unit 4 – Present and promote an interactive media product

LO1: Understand how to promote their skills and present an interactive media product in the creative media industry

Types of Presentation Methods

Digital Portfolio



A digital portfolio is a website that can be used to show off all of all of the things that people have made. The website can be made using lots of different pages and show off different files and other things. I could make this website and create different pages to show off everything that I have done in my Interactive Media lessons. The digital portfolio can be used to show off the product for Valley Park School that I made, along with all of my coursework.

Online Presence



An online presence is a how someone could present their work using social media. This is where pieces of work and what people have been doing can be shown using different websites that already exists. This would present my work well to other people and show off what I have done. This online presence would allow people from all over the work to be able to access it. I could use some of my social media platforms to showcase my work and then send the link to different people for them to be able to see it.

Promotional Video



A promotional video is used to showcase the work of individuals in a video format. It is a video that can be played by different people and shows off a digital version of everything. I could make a video by recording everything that I have done and then showing this video off to people to try and impress them and get a job with a small agency. I would have to record all of my paperwork and then edit the video together to make it look much better.

Viral Marketing



Viral marketing is where people who use a company's things share information about the company or individual online and this is then shared by other people and so on. This means that many more people are seeing the product or thing. I could do this by getting people at the school to share it with other students and then it goes on.

Interactive Showcase



This is used in museums and other places. This is where a display is used to show off what people have done and they can interact with it. This is done using a mobile phone or using their fingers in things like buttons and switches. I could maybe use this, but I would need to find somewhere suitable to use it.

Audience

The audience of my presentation is going to be professionals as it's people who work at Valley Park School. They are going to be both genders and between the ages of 18 and 50, as these are people employed by the school. These people are professional and need to know everything about me.

Chosen Self-Promotion Method

I have chosen to use a digital portfolio to show off my skills because I know how to create that and I think it will show off everything that I have done really well. I can link up all of the documents that I've written and also scan in all of my designs that I've drawn by hand. It will look really good and help me to get a professional job.

LO2: Present an Interactive Media Product and Promote Their Skills

Please refer to the My Digital Portfolio product.

LO3: Review the presentation and promotion of their interactive media product

Evaluation

I think that my final product looks very professional and I have used suitable colours. These colours reflect the school and also show that I can pick things that are reflective of me. I also think that the colours used in the product are very professional and fit with the Valley Park School and the colours that I like too. My teacher said that the colours are good and fit the audience and purpose.

I don't think I've included enough written information in my product about the skills that I have learnt. I could have added in more information about what my own skills are why I think they are important. I could have written in fuller sentences and made it much more my own piece of work. My teacher said that I should have added in more information to make it better.

Unit 04 - Assessor Feedback to Learner

Learner Name	Learner 1	Qualification Name	NCFE Level 1 Technical Award in Interactive Media
Assessor Name	Miss Read	Qualification Number	603/0851/5
Please state the grade the learner has achieved			
<u>Grade: Level 1 Merit</u>			
Feedback from Assessor to Learner			
<p>LO1 – You have explored different methods of presenting your work and made an informed decision about which method you are going to use. You have identified the audience and purpose of your product and produced a simple plan for your digital portfolio. You would need to develop your conclusions further to increase your grade.</p> <p>LO2 – You have created an effective digital portfolio to show your work for each of the units of your coursework. You have used a range of skills and present your evidence. You have briefly described the skills that you have developed and what each document contains. You would need to show how you have different materials and equipment to present and promote your interactive media product.</p> <p>LO3 – You have produced a review that describes one strength and one weakness of the portfolio that you have produced. You have used self-reflection and some feedback to help you draw these conclusions. To improve you would need to describe at least two strengths and two weaknesses of the presentation and promotion of your own product.</p>			
Comments from Learner			
XXX			
Any further actions? (Please initial and date once actions have been completed)			
XXX			
Learner Signature	Miss Read	Date	XXX
Assessor Signature	Learner	Date	XXX

Marking Guide

/\ word missing	sp spelling	p punctuation	gr grammar
ex poor expression	T wrong tense	? meaning unclear	
Cp capital letter	// new paragraph	! not sure what this is—incoherent	

External Quality Assurer Commentary

Overall grade awarded – Level 1 Merit

Unit Grades

Unit 01 – Level 1 Merit

Unit 02 – Level 1 Merit

Unit 03 – Level 1 Merit

Unit 04 – Level 1 Merit

Justification for the awarded grade:

Unit 1:

For LO1, the learner has produced a range of evidence to describe and identify a range of features that could be used in the development of an interactive media product. They have also produced a document that identifies some processes and techniques that are also used in the development of an interactive media product. The learner has also identified the audience and purpose of their own interactive media product. They have also identified some health and safety issues that are involved in the use of computers and the development of interactive media products. For LO2, the learner has experimented with a range of different image editing software, navigation bar designs and colour schemes for their own product. For LO3, the learner has then created a review to describe what they have done and a strength and weakness of each.

Overall, the evidence of exploration for the creation of an interactive media product lacks detail and explanation. This could be developed by building links between each of the areas and describing how they might be combined together. The evidence of experimentation is limited to a few areas of production and does not show experimentation with hardware or varied software. The learner should also consider how the experimentation may link to the brief and developing this would allow the learner to achieve a higher grade. The review outlines the experimentation that the learner has completed, along with a simple strength and weakness, but this is not detailed and does not provide an overall conclusion as to how they feel their experimentation went.

Unit 2:

For LO1 and LO2, the learner has conducted research into what makes a proposal document and then demonstrated these areas by producing a brief proposal for their own interactive media product. They have explored existing products and considered the different audience and purpose of each. There is also some consideration of the tools and techniques that the learner will use, along with some identification of the house style and platform. The learner has provided some rough page designs to show the overall layout of their product. For LO3, the learner has produced a project plan, navigation chart and navigation bar designs and colour schemes and typography experimentation. The learner has shown clear plans for their own product. For LO4, the learner has then created a review to describe what they have done and a strength and weakness of each.

Overall within the exploration and production of a proposal document, the learner has identified what is required but there is a lack of explanation in their answers. They have not attempted to justify their choices or give reasons for their decisions. The learner has also not used technical terms and skills consistently in their write-up and this limits the grade they can achieve. The planning documents produced by the user show some use of technical skills in meeting the brief, but there is limited evidence of a range of techniques used. The learner could, for example, use moodboards or sketches to demonstrate some development of their ideas. The review outlines the planning that the learner has

completed, along with a simple strength and weakness, but this is not detailed and does not provide an overall conclusion as to whether their planning was successful or not.

Unit 3:

The learner has produced evidence to show how their images were created and outlined the tools and software used to do this. The learner has also shown evidence to describe how their final product was developed and what tools they used also. The learner has also provided evidence of their folder structure and simple testing of their product. There is also a written review to outline a single success and failure of their production processes.

The evidence produced by the learner shows some technical skill when using different software packages, such as Photoshop and PowerPoint. They have successfully met some areas of the original brief, but some areas of their final product do not work as expected. This would need to be resolved to demonstrate consistent use of technical skills. The learner would also need to describe how some of these technical skills can be combined together to increase their grade. The learner would also need to include a range of successes and failure when addressing the production process of their product.

Unit 4:

For LO1, the learner has provided research into a range of presentation methods and outlined the use of each. The learner has also provided evidence of planning their digital portfolio, including their chosen platform and the audience of their product. For LO2, the learner has produced a simple digital portfolio along with all of the evidence produced for the remaining units of internal assessments. For LO3, the learner has completed a review of their digital portfolio outlining a strength and weakness.

The evidence produced by the learner for LO1 is very simplistic at times and makes simple conclusions about how they are going to produce their digital portfolio. For example, there is limited discussion on where each presentation is used and how it could be used by the learner. This should be developed with more explanation to achieve a higher grade. The portfolio produced by the learner shows a range of technical skills, but there is little evidence to show how different equipment and materials have been combined together to produce their final product. The learner would need to develop evidence to show this. The review produced by the learner outlines one strength and weakness of their digital portfolio, but to increase the grade achieved the learner should include at least 2 strengths and weaknesses.