Sample portfolio: Unit 03

NCFE Level 2 Technical Award in Interactive Media

QN: 603/0852/7

Contents

Introduction

The material within this portfolio relates to:

Unit 03 – Development and production of an interactive media product (D/615/3952)

This portfolio is designed to demonstrate the types of evidence that could be produced for Unit 03 of the NCFE Level 2 Technical Award in Interactive Media. It's designed to provide guidance on how a portfolio could look, rather than being prescriptive.

Evidence may be submitted in a variety of forms. In this example there are written accounts and visual evidence, but the evidence could also be presented in an audio 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 learning outcome number shown at the top of the page.

This portfolio contains both actual evidence from a learner and also manufactured evidence produced by NCFE. External Quality Assurer guidance has been provided for each piece of evidence relating to a learning outcome. The guidance comments on how the evidence meets the learning outcome and what could be improved to obtain a higher grade.

The suggestions and assessment methods are not exhaustive and Teachers are encouraged to explore other methods which will support the learner to produce the best evidence that they're capable of for the unit. For further advice on the suitability of a particular assessment method, you can refer to the relevant qualification specification or contact your NCFE External Quality Assurer.

It's strongly recommended that each unit is presented and assessed individually to allow accurate judgements about the learner's competence. This will also make it easier to award a grade for the unit. The work must then be internally quality assured and made available for the External Quality Assurer. It's accepted that a piece of evidence may be presented for more than one unit. Where this is the case, the evidence must be clearly mapped to all units and learning outcomes it applies to when presented to the External Quality Assurer. This will enable them to make an accurate judgement about the learner's competence and overall unit grade. We would encourage the use of our Evidence and Grading Tracker document which is available on our website www.ncfe.org.uk, although any method which clearly records the evidence against the learning outcomes may be used.

Learner evidence and External Quality Assurer commentary

Unit 03 Development and production of an interactive media product (D/615/3952)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets

Learner evidence:

Task 1: Developing Assets for a Website

<u>**Hardware: Digital SLR camera**</u>

I used a digital SLR camera to take the photographs for my website because the quality of the photographs is higher than using my phone or a compact camera, especially when using the zoom function. My digital SLR focuses very quickly and it works well in poor lighting conditions. It's also very flexible because you can use the auto settings or the manual settings to create different effects, such as controlling the depth of field.

However, it is quite complex and there are lots of things that I don't understand like ISO settings.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):

Thumbnails of my photographs for this project, which include a range of shot types such as close-ups, mid-close ups and mid shots. I have also experimented with different angles:

| DSCF2470.JPG | DSCF2471.JPG | DSCF2520.JPG | DSCF4598.JPG | DSCF4599.JPG | DSCF4600.JPG |

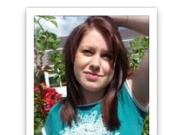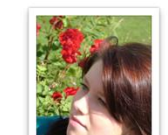| DSCF4601.JPG | DSCF4603.JPG | DSCF4609.JPG | DSCF4614.JPG | DSCF4615.JPG | DSCF4617.JPG |

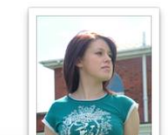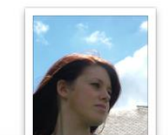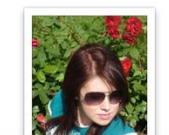| DSCF4621.JPG | DSCF4622.JPG | DSCF4624.JPG | DSCF4757.JPG | DSCF4758.JPG | DSCF4763.JPG |

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):

Software: Photoshop

I chose to use Photoshop to develop my assets because it is professional image editing software, used in web design. It has a lot of features such as resizing images, adding shapes, brushes, text and image adjustments. It is also easy to create graphics such as logos. Managing layers in Photoshop means that you can re-order layers, duplicate, merge and delete layers.

You can also export images in .png or .jpg format for use in Dreamweaver.

Logo

I created a new document in Photoshop, 400 x 300 pixels. Websites are measured in pixels. I used a resolution of 150 px/inch (higher than the screen resolution of 72 dpi) to ensure the quality of the image before optimisation.

The font I chose was SignPainter (downloaded from www.dafont.com). I chose a green colour from the colour picker that lets you chose web safe colours. I thought a gradient would look better so I selected the gradient overlay in the layer styles options and selected the two colours that would form the gradient – a yellow and a green.

I also added a black stroke (border) from the layer styles and then added the word 'Lincolnshire' in a different font (Century Gothic) and colour (black). I used the alignment tools to make sure the text was centred. Finally, I hid the background layer so that the background would be transparent and exported the image as logo.png to compress it. PNG images retain the transparency in Dreamweaver.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):

Background Image

Each page in my design has a 1024x400px image in the header. I created a series of shapes using the shape tool (for the stars) and the polygonal lasso tool (for the arrows) and added some random brush strokes with the brush tool. I then lowered the opacity to fade the shapes into the blue background.

I wanted to put some characters on the image, so I opened this photograph in Photoshop and duplicated it so that I could reposition the characters. I had to resize the image in proportion and then used the eraser tool to remove the background. I repeated this for the second character and used the move tool to overlap them on the background.
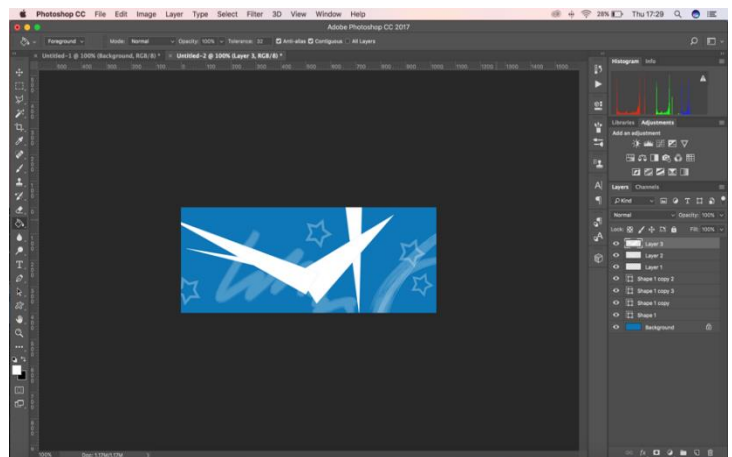
Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):

I wanted the characters to have more impact and so I started to experiment with different effects. The first thing I tried was using image>adjustments>hue and saturation to remove the colour from the layer and turn it black and white. This looked too dull so I tried a gradient map from the adjustment layers panel. I set the colours of the gradient to be red and orange but this was too bright

so I set the blending mode of the layer to Overlay and this created the effect shown on the left, which was quite interesting. I copied the style onto the other characters. The final step was to add some text to the image. I changed the font, size and colour.

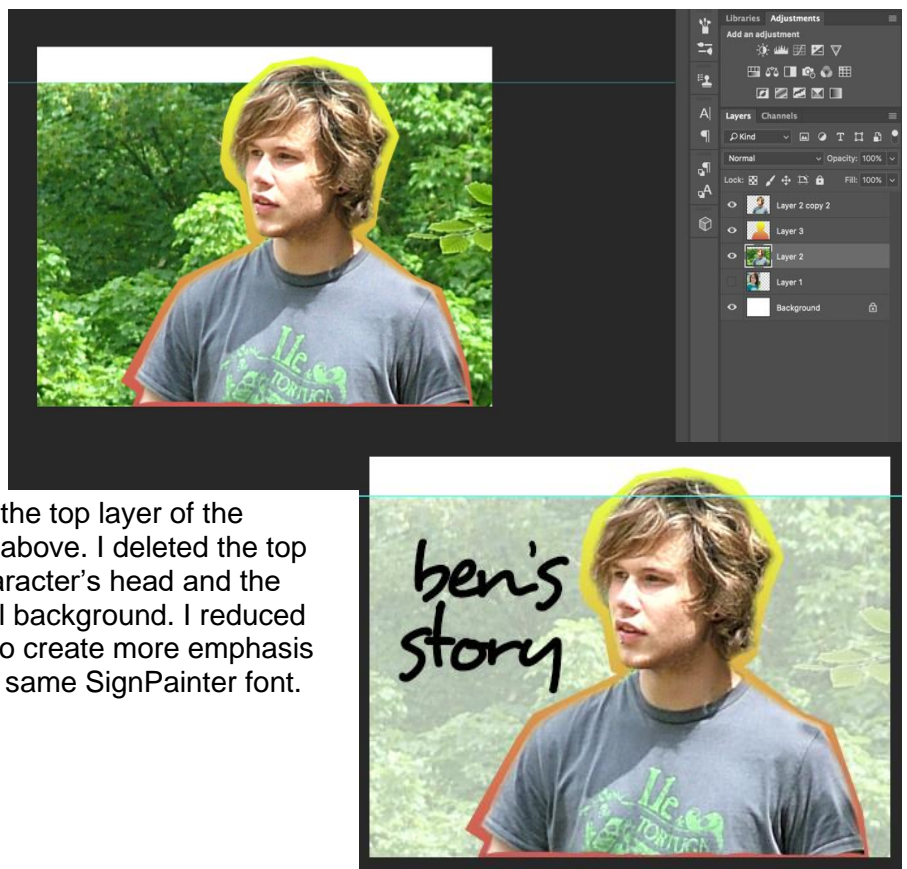The final image was saved as header.png and exported to my root folder.
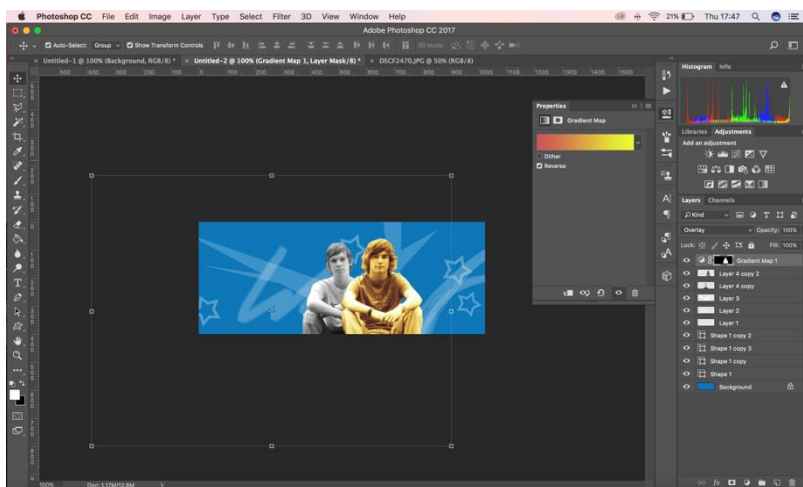
Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):

Links to Anna's & Ben's Story

My home page has two image links to the volunteer page. I created a new document and opened my two photographs – one of ben and one of Anna. I wanted to create an effect like the character is bursting out of the image. I duplicated the image and removed the background of the top image so that it was just the character. I then used the polygonal lasso tool to create the border, which was a deliberately ragged shape coloured with a gradient of yellow to orange. The border layer was positioned on top of the original image and behind the top layer of the character to create the effect shown above. I deleted the top of the original image to leave the character's head and the border sticking out above the original background. I reduced the opacity of the background layer to create more emphasis on Ben and added the text using the same SignPainter font.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):

I then decided to make the background black and white using image>adjustments>hue and saturation and changed the colour of the font to white.

I repeated the same steps with this image of Anna as shown

below, so the two images will match each other. I saved the images as ben_story.png and anna_story.png because using lower case letters for file names supports the coding process.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):

Map of Lincolnshire

I found a map of Lincolnshire on the Internet and coloured it blue so that I could make a selection of the whole map and add a gradient of yellow and green to match the logo. I added the map icons and the coloured shapes as backgrounds for the text.

Badges

Volunteers who use the website can earn badges. I found an icon on the Internet and re-coloured the background green. I added a shape to create the yellow border by setting the stroke to yellow and setting the colour to no fill. Exporting the badges as .png images allows the transparency to be retained.

Background Image – Volunteer page
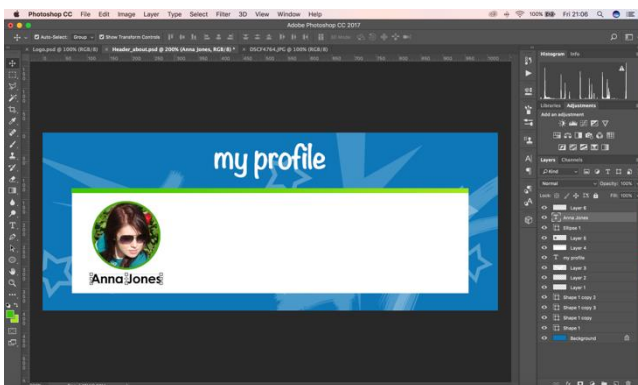
I began with the same background image that I used on the home page. I used shapes to create the white background and the green gradient above it. I opened another image of Anna, re-sized it and put a circle shape over it to make the circle selection. I could then select the inverse to delete and leave the round image to which I added a green stroke in the layer styles.
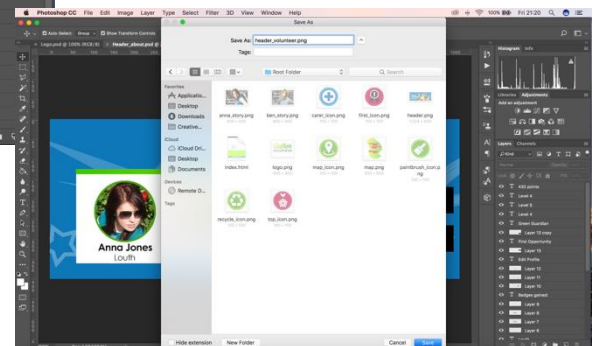
Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):
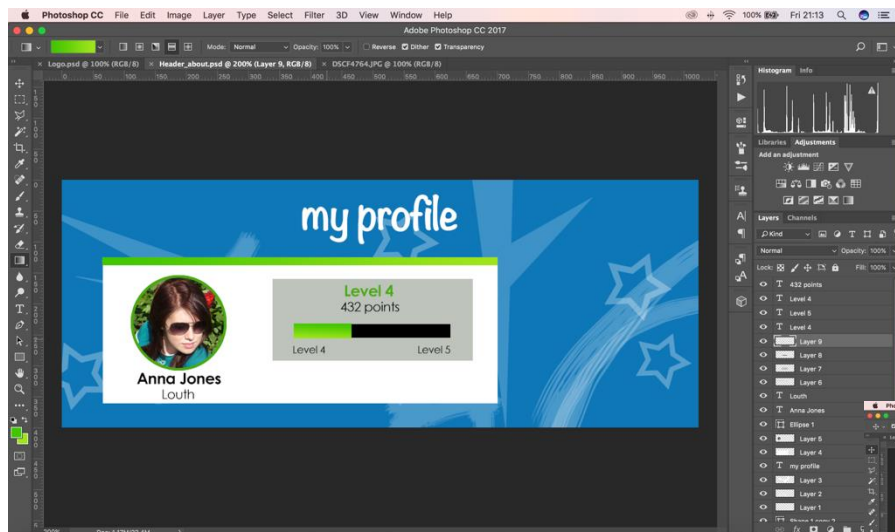
The levels were created with shapes. I began with the black rectangle and added the green gradient above it. I had to experiment with different font sizes and styles to get it all to fit. I then just had to add the badges and export the image to my root folder.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):
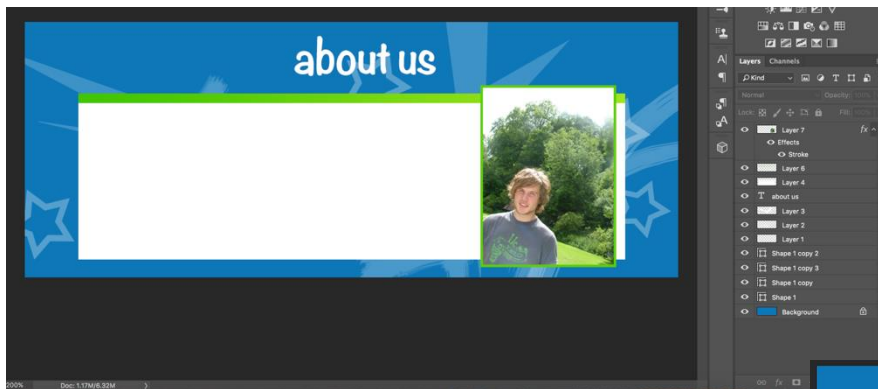
The image for the about page used the same background. I used a white shape and another green shape with a gradient added above it. The image this time was simply resized with a green stroke added to match the house style I have been establishing.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):

The image slider needed three images. I set the background to green and added the logo but it wasn't clear. I had an idea to add vector images rather than
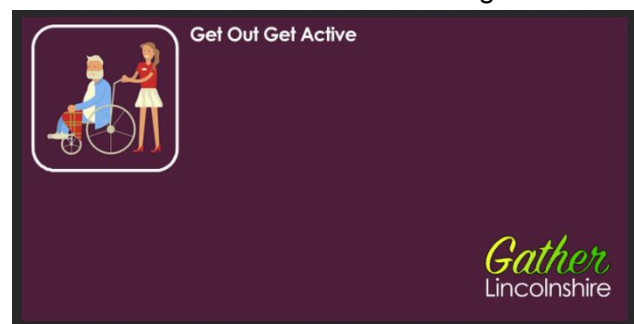
photographs but the watermark on the image was difficult to remove on the first image that I found. I found another watermarked image but this was easier to remove and I thought the background would look better #4d1f3b because the logo was clearer and a white font would stand out more on the web page.
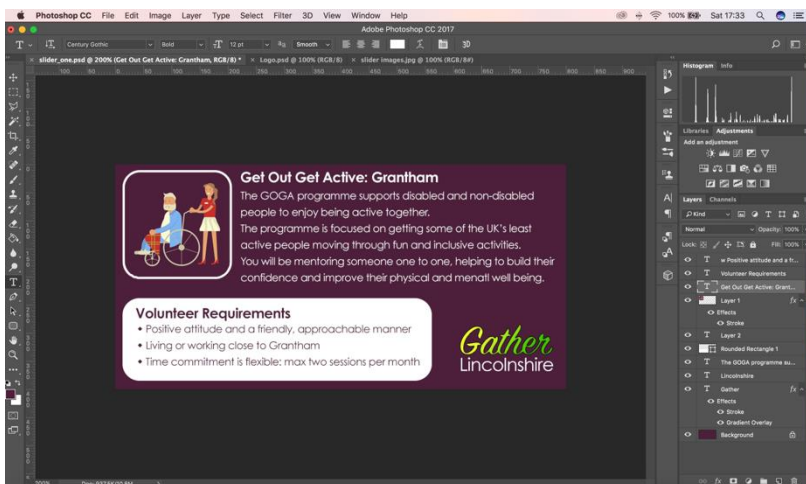

I added a white stroke to the image and used a rounded rectangle shape (for the volunteer requirements) to match this style. Then I just had to use the text tool to add the writing. The bullet points were added by using a Wingdings typeface. I reversed the colour scheme to keep the same style i.e. white of purple and purple on white. I then used this as a template for the other two slides.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):

I had an issue that I couldn't solve with the stroke on the below image, as the image wasn't the right shape because of the watermark.
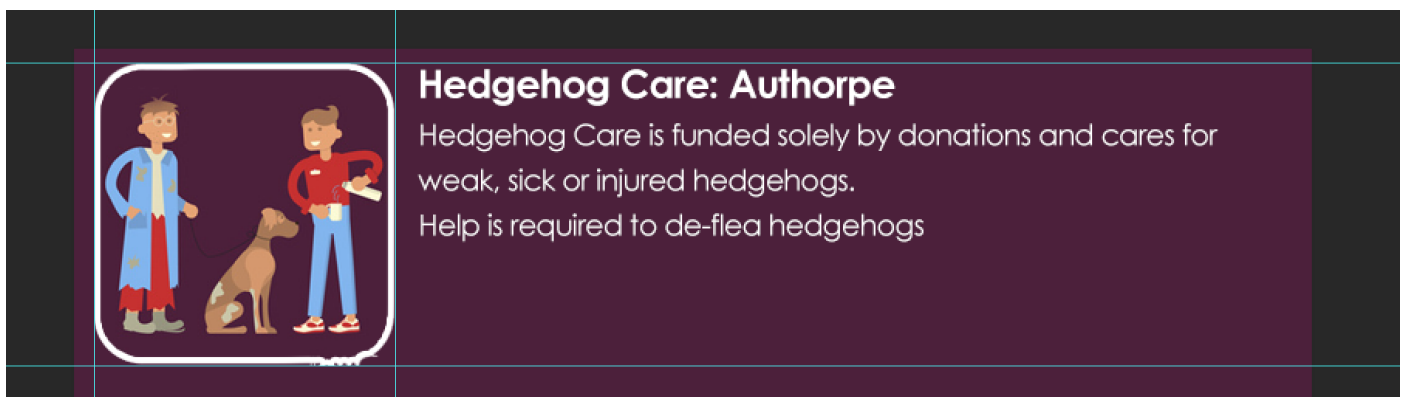
I decided to create my own arrows for the image slider to match the house style of the page. The document was 50px x 50px and I used the shape tool to create the circle shape and set the colour to match the background colour of the slider images. I used an arrow shape on the layer above and after re-sizing the arrow, I saved the image as next.png. I simply had to flip the arrow using edit>transform>flip horizontal to create the prev button.

These are the final images and graphics for the image slider, saved into the folder called img to create a directory structure within the root folder.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)
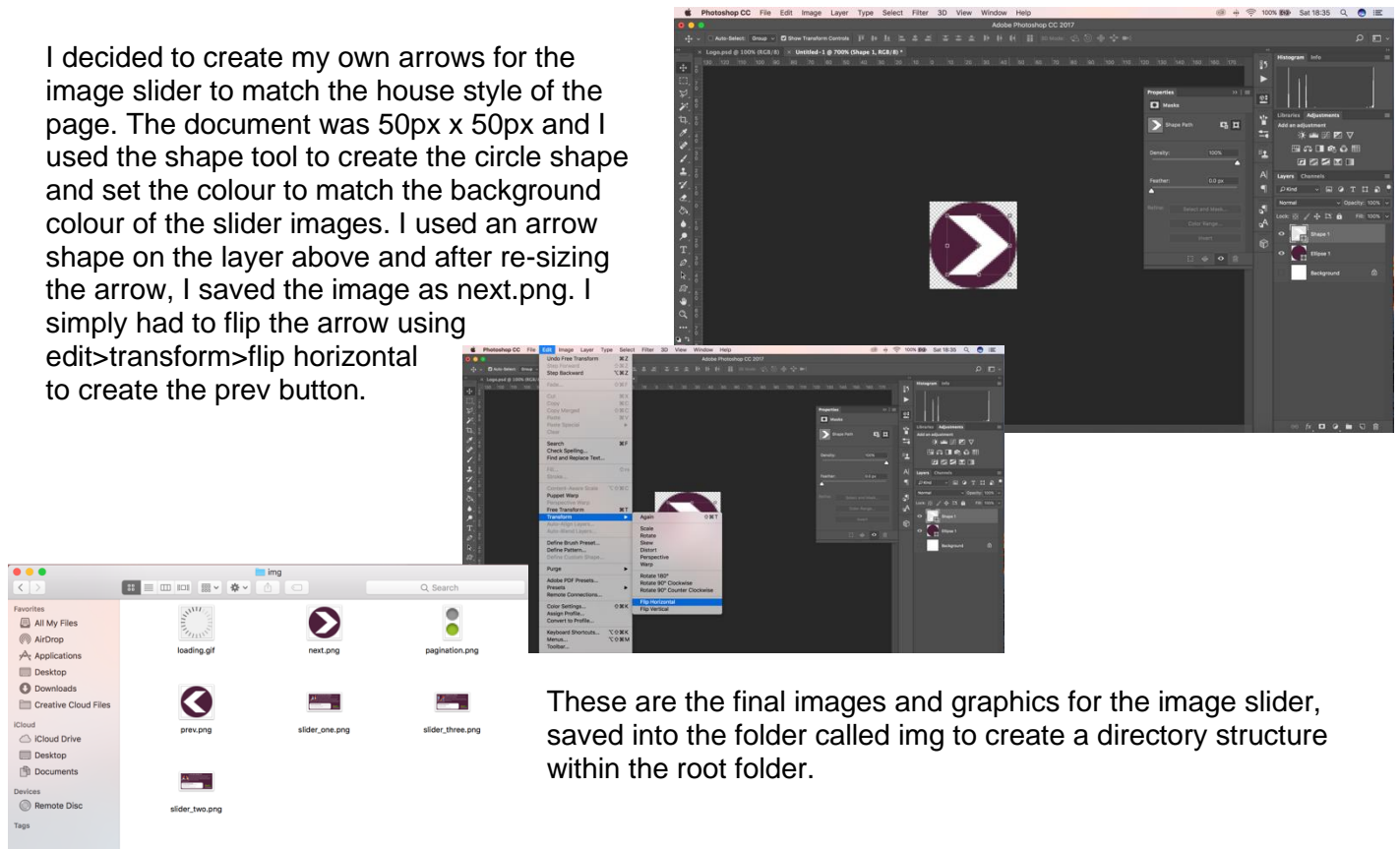
Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Learner evidence (cont'd):

All other assets were saved into the root folder with appropriate names:
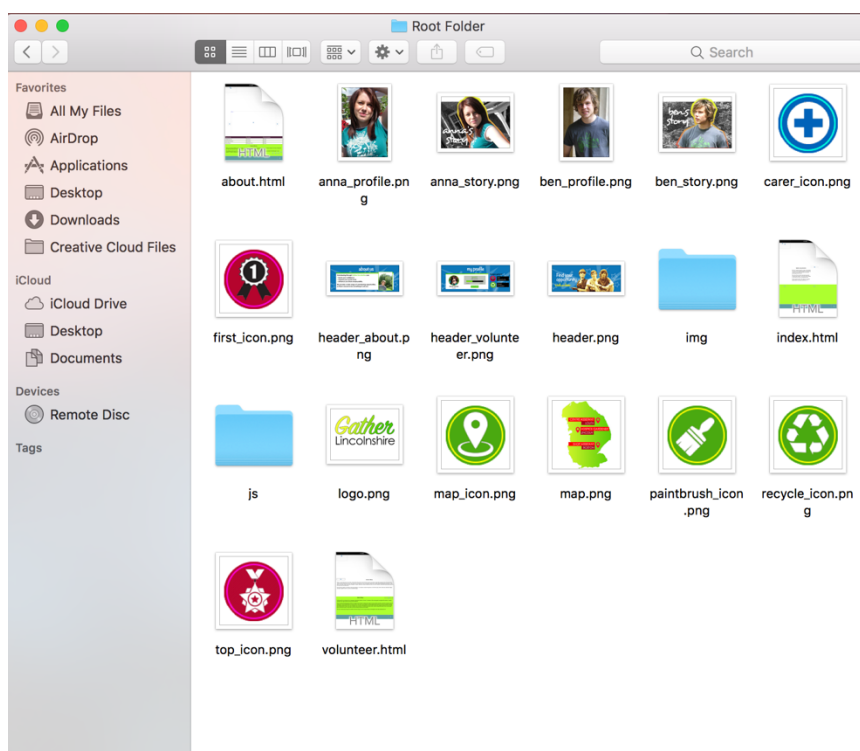
Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 1 Understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets (cont'd)

Grading descriptors	Example
Pass: Correctly applies <u>some</u> technical terms with examples/explanations	No additional information.
Merit: Correctly applies <u>a range of</u> technical terms with examples/explanations	No additional information.
Distinction: <u>Consistently</u> and correctly applies a <u>wide range</u> of technical terms with <u>well-thought-out</u> examples/explanations	No additional information.

Justification for the awarded grade:

Learning outcome 1 requires learners to demonstrate understanding of how to use appropriate hardware and software for the development and creation of an interactive media product and its assets. Therefore, evidence for assessment can be found in the learner's reports for LO1 and LO2.

In relation to hardware solutions and associated features, the learner has applied a range of technical terms, such as depth of field and shot types, and provided examples of photographs taken using a digital SLR camera. However, to meet the Distinction grading descriptors and provide well-thought-out examples and explanations of the use of hardware, the learner would be expected to explain how the features of the camera were used to produce different photographic images and effects, using correct terminology. Furthermore, other opportunities to provide evidence of understanding of hardware solutions, such as an explanation of computer specifications, were not taken, which would have enabled the learner to more consistently apply technical terminology.

A very good understanding of the use of software solutions, such as Photoshop for creating the assets and Dreamweaver for creating the interactive media product, is demonstrated throughout the evidence for LO1 and LO2. A range of technical terms are used consistently and correctly throughout the examples provided. The examples provide detailed evidence of the use of software solutions and associated tools but the examples are not consistently related to the needs of the audience, for example how the tools are used to improve accessibility or user experience.

Similarly, the learner has covered all the assessment points by referring to directory folder structures and file types and exporting techniques with examples (Merit), but has not provided well-thought out explanations of these aspects of developing assets and a functioning interactive media product, such as an explanation of different file types and exporting options.

Grade awarded for this learning outcome - Merit

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2 Create an interactive media product to meet a brief

Learner evidence:

Task 2: Developing a Website for Gather Lincolnshire

Dreamweaver is a web authoring programme used in the web design industry because it allows you to combine HTML, CSS and JavaScript to create interactive websites. I like Dreamweaver because it has different views: code, split and live that allow you to see the web pages as you develop them.

The first step was to create a new site in Dreamweaver. I had to save all my assets to a root folder and then select this folder in the manage sites window in Dreamweaver. If my assets were not saved to this folder then they would not appear in the web pages.
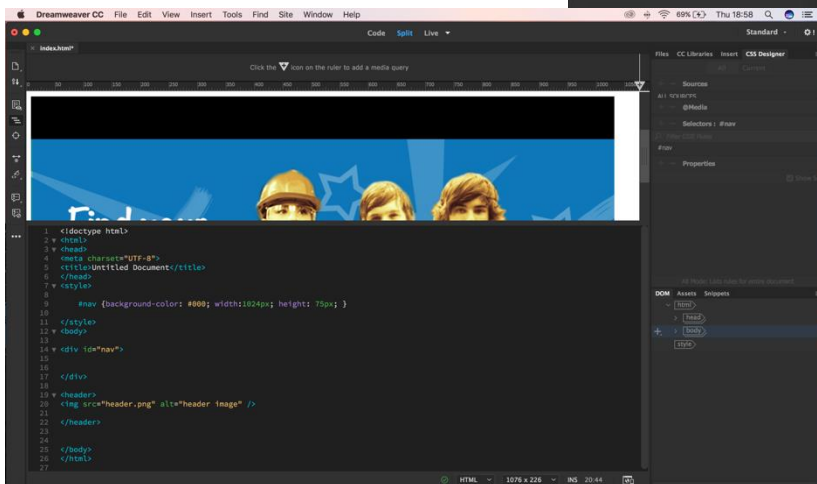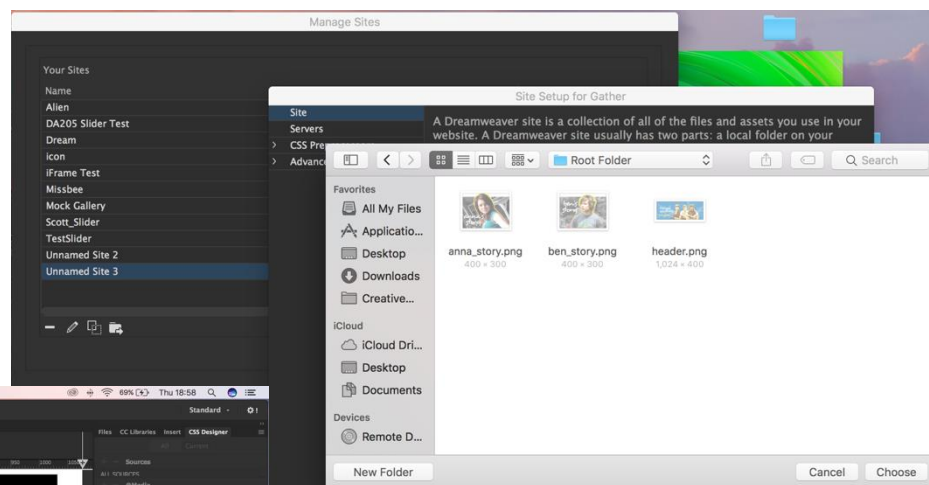
The home page has to be saved as index.html into the root folder. The HTML is the structure of the web page and the CSS is for designing pages and positioning elements. I used divs to create sections on my web page to match my wireframe (shown below). I then created an internal CSS style sheet so that I could make quick changes to the web pages. I added the header image to my header section and set the height, width and background-color for the navigation bar using CSS rules.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2 Create an interactive media product to meet a brief (cont'd)

Learner evidence (cont'd):
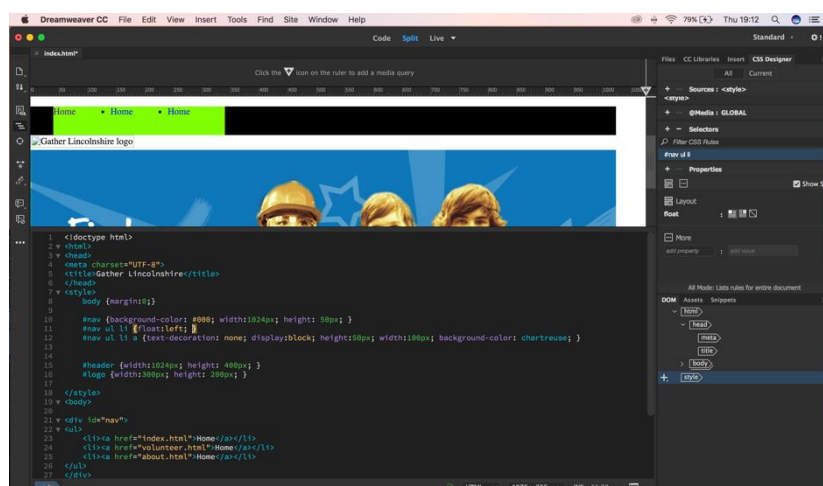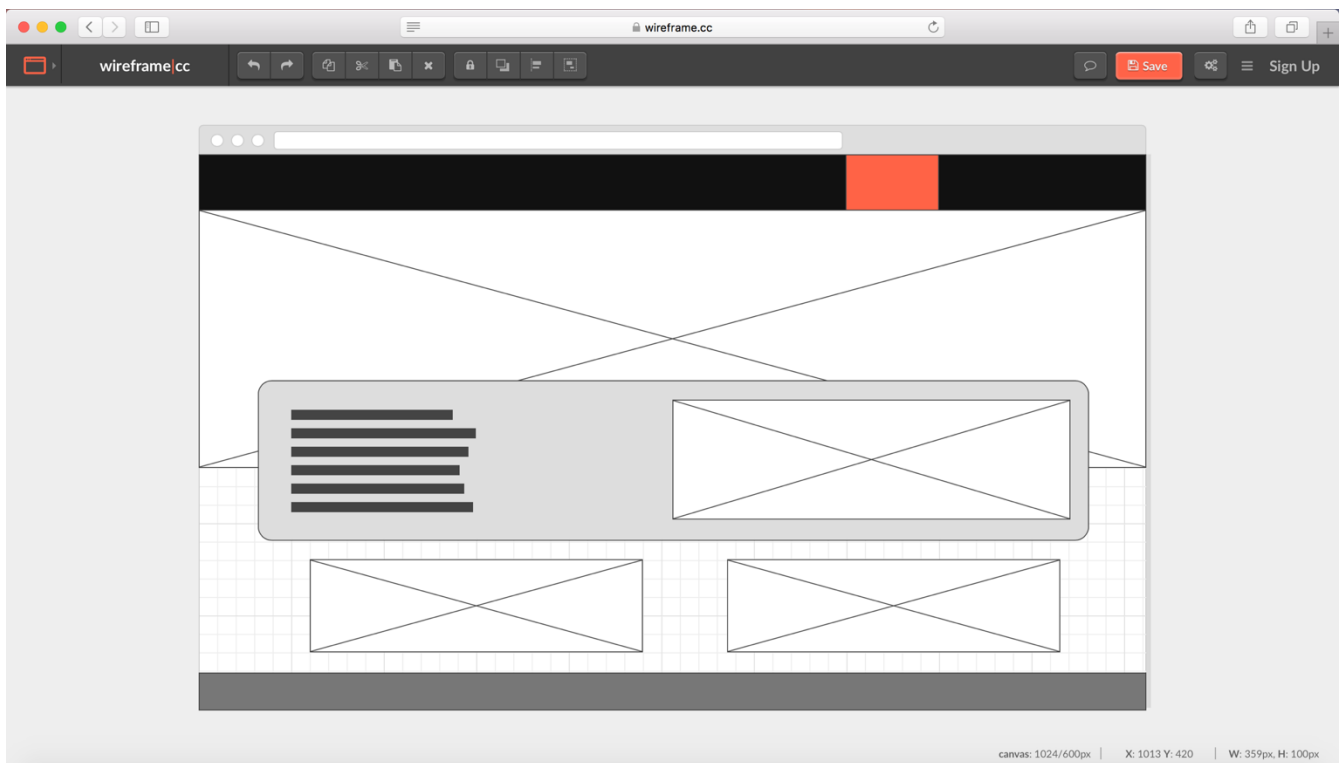
This screen shot shows the code for the navigation bar. I used an unordered list to create the links to the three pages in the website. I used the <a> tag to create the hyperlinks. To style the navigation bar in the CSS I had to set the <li> items to float:left so that they appeared in a horizontal line and not a vertical list. I set the text-decoration to none to remove the default underline and set the display to block so that I could create a rollover colour. I set the height and width of the buttons. Initially I set the background colour of the link to *chartreuse* but then realised that this would be a better rollover colour, which I set using #nav ul li a:hover. The bullet points are still shown on the screen shot, I had to use list-style:none to remove these. Also the logo is shown as a broken link because I had not saved the logo to the root folder.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2 Create an interactive media product to meet a brief (cont'd)

Learner evidence (cont'd):

I set the font for the links to a sans-serif font family, size 24px, and changed the links to uppercase in the HTML. To centre the text in the button, I used text-align:center to horizontally justify and padding:10px 0 0 0 to vertically justify. I also changed the rollover colour to *yellowgreen*.
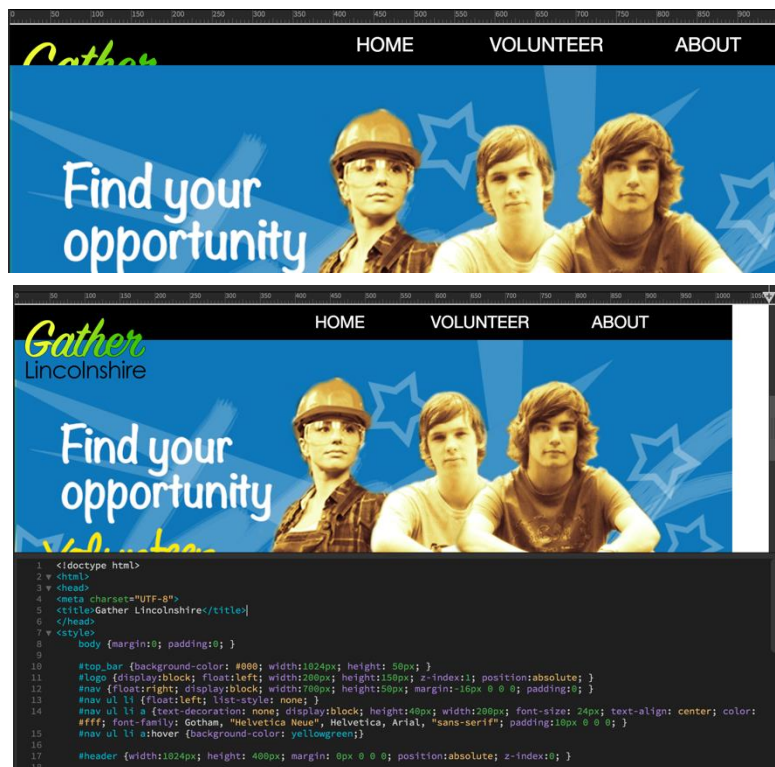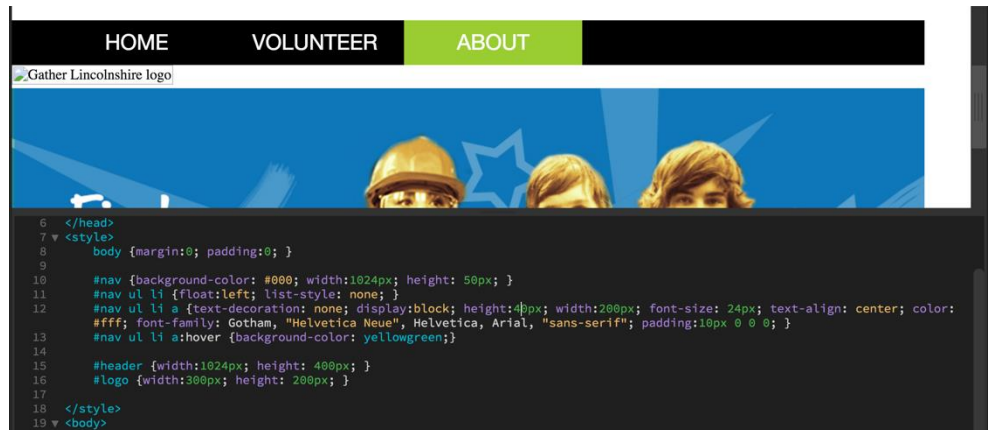
One problem I faced was that the logo was supposed to be on top of the navigation bar and the header image but it was covered up by the header image, as shown. To solve this I had to use the z-index to overlap the elements, as I had intended. I worked out that the higher the value of the z-index, the higher towards the top the element was. In other words I had to set the z-index of the logo to "1" and the value of the header image to "0". Unfortunately this still didn't work until I set the position of the elements to 'absolute.'

The image on the left shows the header section of the home page how it is meant to be.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2 Create an interactive media product to meet a brief (cont'd)

Learner evidence (cont'd):
I then created divs for the other page elements. The difficult thing for the next two sections on the home page were that they had two elements next to each other i.e. the welcome text and the map and the two images: ben's story and anna's story.

To achieve this I created a container div and then placed two separate dives within it, one set to float: right and one set to float:left. I had to make sure that the container div was big enough to hold both elements or else then would appear underneath each other.

I set the margin of the container div for the map and the welcome text to auto but they moved when you resized the browser window, so I changed it to a left margin of 212px.

I added the footer and set the colour to cadetblue.

The final home page just needed the logo adding to the footer. I wanted to add links to social media to the footer but I didn't know how to do this.

I added links to the two images of Ben and Anna so that they take the user to the volunteer page to read about their stores.

Finally I set the font to Arial and centred the <h3> heading for 'Gather Lincolnshire.'

Now I had one page I simply saved it as volunteer.html and about.html and then I had a template to adapt for the other two pages.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2 Create an interactive media product to meet a brief (cont'd)

Learner evidence (cont'd):

The first thing I did on the about page was change the image in the header. I already had two container divs, so I deleted the contents set the width of both divs to 1024px.

I inserted two images of ben and Anna and added a 1px solid black border in the CSS. I had trouble moving the text from the edge of the box but eventually did it through the margin of the <p> element. I added the text to the HTML and styled it to match the home page.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2 Create an interactive media product to meet a brief (cont'd)

Learner evidence (cont'd):

Volunteer Page

I had the code for an image slider and had to incorporate it into my web page.

I started with the HTML, as shown. I had to insert my images and set the height and width. I then inserted the links to the JavaScript into the

source code and copied the JavaScript files into my root folder so that the slider would function. The final step was to insert the CSS code into Dreamweaver so that the slider appeared on the page correctly. When I looked at the page in a web browser it still had the bullet points and inappropriate arrows for the style of the page. I used list-style:none to remove the bullet points and created my own arrows in Photoshop (shown below).

The next challenge was to include a table on the about page. I used HTML to create the table headers, rows and columns and populate them with text. To style the table I used CSS to change the colour of the headers to match the background colour of the slider and changed the font colour to white (#ffffff). I changed the rest of the rows to black text on a white background with black borders (as shown below).
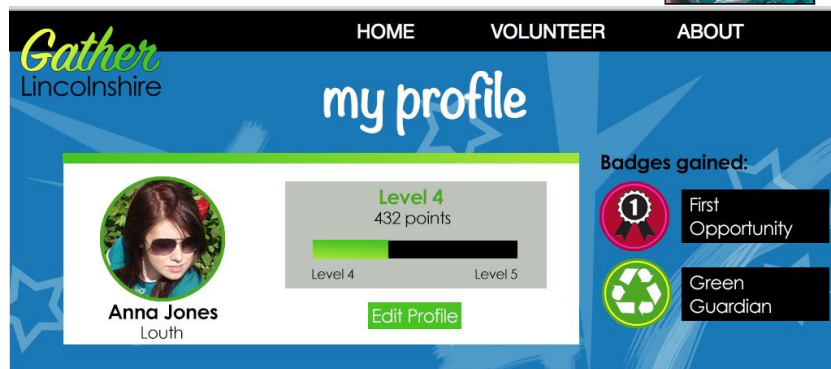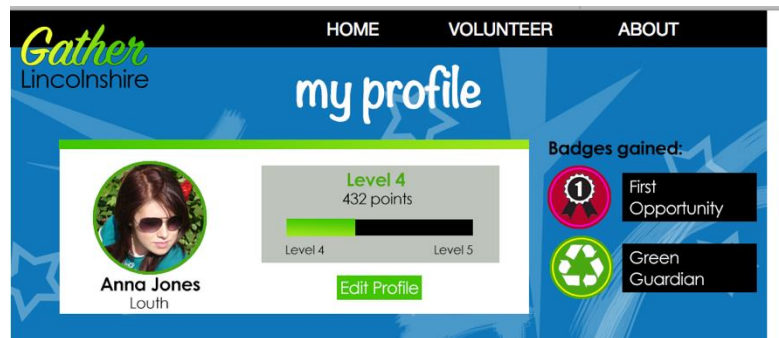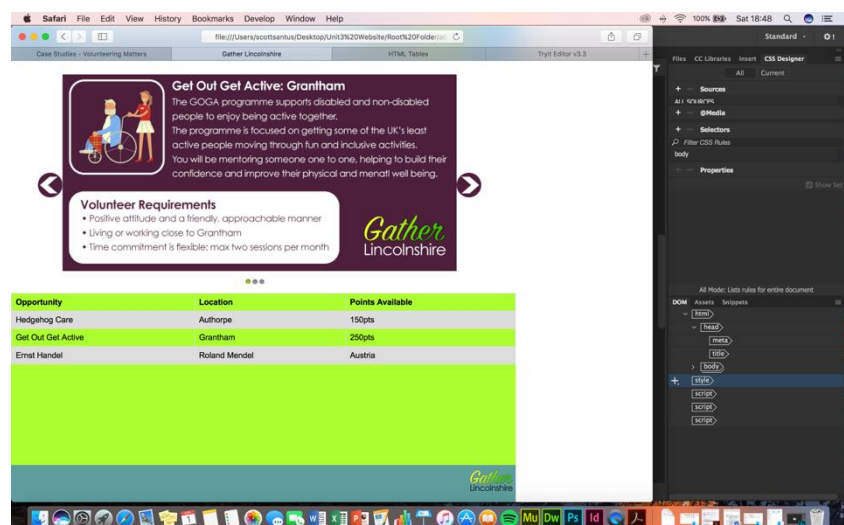
Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2 Create an interactive media product to meet a brief (cont'd)

Learner evidence (cont'd):

Opportunity	Location	Points Available
Hedgehog Care	Authorpe	150pts
Get Out Get Active	Grantham	250pts
Active Earth	Gibraltar Point	180pts

How It Works

When you join the *Gather Lincolnshire* site, you will earn virtual points and achievement badges for a variety of tasks. For every 100 points you earn, you level up. Anyone who reaches Level 10 will be invited to our Awards Dinner in Lincoln.

The badges remind you of the excellent work you have done and what you have accomplished. Badges include Top Participant

I used the same colour of purple for the How it Works header and centred it using text-align:center. I then styled the text to match the text on the other pages and added the badge images that I had created in Photoshop. I had trouble aligning the images and in the end set them to float right.

I tested my website in a browser to make sure it functioned appropriately and conducted user testing on my target audience, which I used as part of my review.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2 Create an interactive media product to meet a brief (cont'd)

Learner evidence (cont'd):

I created a GANTT chart to manage my time. This helped me to keep track of the project, although I didn't have any contingency time to help solve the problem of falling behind schedule due to coding issues.

	A	B	C	D	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	Unit 3																																	
2	**GANTT Chart**																																	
3	*Prepared by:*	**Josh Wright**																																
4	*Project Title:*	**Gather Lincolnshire Website**																																
5																																		
6	**Activity**	**Start Date**	**End Date**	**Number of hours**	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
7	Production Schedule & Gantt Chart	Jan 6th	Jan 6th	1	■																													
8	Designing a logo	Jan 8th	Jan 8th	1		■																												
9	Photography	Jan 13th	Jan 15th	3			■	■																										
10	Creating Wireframes	Jan 20th	Jan 20th	1					■																									
11	Creating Assets: Images	Jan 27th	Feb 8th	5						■	■	■	■																					
12	Home Page	Feb 15th	March 1st	5										■	■	■																		
13	Volunteer Page	March 1st	March 15th	5														■	■	■														
14	About Page	March 15th	March 29th	5																		■	■	■										
15	User Testing	April 5th	April 5th	1																					■									
16	Improvements based on Audience Feedback	April 12th	April 14th	3																							■	■	■					
17	Evaluation	April 28th	April 30th	3																											■	■	■	
18																																		

My website is in the folder called **Gather Lincolnshire Website.** Open **index.html** to view the website.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2 Create an interactive media product to meet a brief (cont'd)

Grading descriptors	Example
Pass: Production process will show application of technical skills in meeting the brief and <u>responding</u> to any straightforward problems that arise	Evidence of some technical skills in the creation and manipulation of assets and in authoring the interactive media product, to meet the requirements of the brief and addressing straightforward technical and creative problems and issues that arise during the production process.
Merit: Production process will show the <u>effective</u> application of technical skills in meeting the brief and <u>solving</u> any straightforward problems that arise	Evidence of effective technical skills in the creation and manipulation of assets and in authoring the multimedia product, meeting the requirements of the brief and finding solutions to straightforward technical and creative problems and issues that arise during the production process.
Distinction: Production process will show the <u>consistent</u> and <u>effective application</u> of technical skills in meeting the brief and <u>efficiently solving</u> any straightforward problems that arise	Evidence of consistently effective technical skills in the creation and manipulation of assets and in authoring the final multimedia product, effectively meeting the requirements of the brief and finding efficient solutions to straightforward technical and creative problems and issues that arise during the production process.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2 Create an interactive media product to meet a brief (cont'd)

Justification for the awarded grade:

The learner has produced a website in response to the client brief from Gather Lincolnshire. The website is available in the folder **Gather Lincolnshire website**. The learner has also produced a report describing the production process.

The evidence of the production process demonstrates effective use of software solutions, namely Photoshop and Dreamweaver, to create assets and an interactive media product. Sufficient technical skill is demonstrated to solve a series of problems that arise, some of which are solved efficiently; for example, the use of the z-index to solve the issue of the logo appearing beneath an image demonstrates appropriate practical skill and understanding of web design techniques and processes.

One of the requirements of the client brief is to provide a way for users to join Gather Lincolnshire. This problem could have been solved through the inclusion of an email link or contact form, however, this requirement has not been met. Assessing the website more holistically, it does demonstrate the effective application of technical skills to meet the majority of the client's requirements and straightforward problems have been solved to create a website that is mostly appropriate for the audience and purpose (Merit).

The learner has demonstrated the use of hardware solutions in the creation of the assets (LO1 report), provided a GANTT chart as evidence of time management and included evidence of problem solving and continuous testing in a browser as evidence of testing. However, further evidence of the use of hardware solutions, time management and testing to solve problems that arise during the development process is required to fully meet the Distinction grading criteria, such as contingency planning to solve the coding issues and testing in multiple browsers and devices to solve the accessibility and user experience issues.

Grade awarded for this learning outcome – Merit

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 3 Review their working processes and their interactive media product

Learner evidence:

Task 3: Review of my Website for Gather Lincolnshire

<u>User Testing</u>

I showed the final website to a panel of users in the 18-25 age range because they are the target audience for the project. Here is a summary of their responses:

<u>Strengths</u>

There is consistency between the design of the pages e.g. the navigation is in the same place on every page and the colour scheme and fonts stay the same on every page.

There are enough images and graphics to look at on the pages and not too much writing.

The images are quite inetersting. I like the different effects on the images and the way that the images appear in different places on the pages.

The information is accurate – there aren't lots of mistakes in the writing.

All the links to the pages in the navigation work and I like the sliding images although you can't readit all before it slides.

<u>Improvements</u>

There's not enough to do on the pages other than read the information. There should be more interesting content like video and audio.

There should be a way to create your own profile to be a volunteer such as completing a form. The edit my profile link doesn't work.

There should be a way of clicking on the volunteer opportunities to get further information either on the map on the first page or the table of volunteer jobs.

The stuff about points and levels is too complicated. I don't understand it.
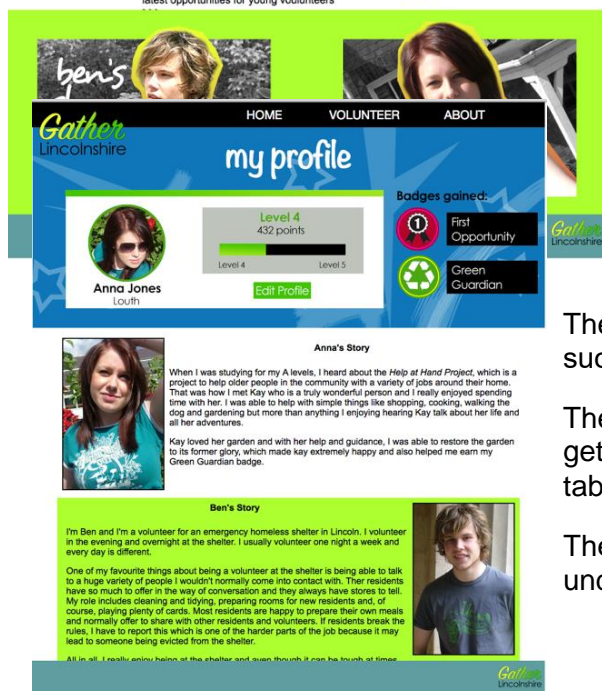
Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 3 Review their working processes and their interactive media product (cont'd)

Learner evidence (cont'd):

There should be links to social media like Twitter, facebook, Instagram. The logo is boring and old fashioned.

There's too much to read and not enough to do. There should be an interactive map to click on with all the job opportunities. The two stories would have been better as video diaries.

Review of Accessibility Features

I added alt text to all the image sin the site so that if the image didn't load in the browser, a description of the image would be seen. Alt text can also be read by screen readers. The alt text accuractely describes each image.

The size of the text can be increased for visually impared users, apart from the text in the header images because this appears as an image. The text is a reasonable size and the use of the <h3> tag for headers make it clear if that they are headings. There is a lot of writing that may be difficult to access for users with low literacy/English as a second language.

The contrast between the colour of the text and the colour of the background means that all text is easy to read.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 3 Review their working processes and their interactive media product (cont'd)

Learner evidence (cont'd):

Improvements to Site Accessibility:
- Write the information on the about us header image straight into Dreamweaver (not Photoshop) so that it appears as text not an image.
- Add a header to the pages so that the user knows where they are in the site.
- Make it clearer that the links in the navigation bar are buttons to be clicked and the images of Ben and Anna link to their stories.
- Reduce the amount of writing on the volunteer page and replace it with video diaries of Ben and Anna's stories.
- Remove references to non-functioning links e.g. the arrows on the home page that suggest the map is interactive and the edit profile box on the volunteer page.

Review of Assets

The images used throughout the site are fit for purpose and appealing to a young audience. The most

successful assets are the links to Anna and Bens' stories and the slider images. The photographs of Anna and Ben I took myself with a DSLR camera and cropping them to just show their head and shoulders means the user can focus on their faces. The use of a black and white background and the bright border behind their heads gives the images more impact and makes them interesting to look at. Finally having them burst out of the frame was designed to make it look more energetic and exciting so that volunteering appears more dynamic and interesting. They also match each other and the rest of the pages because of the same colours and font.

The slider images had a darker background colour that I didn't use on any other page because I wanted the slider to stand out and I created my own arrows to show the user it was an image slider. The vector images appeal to a young audience because they make it look fun and less serious and the white stroke draws the eye of the user to the graphic. There is also consistency of colours and fonts and the rounded corners on the white text box.
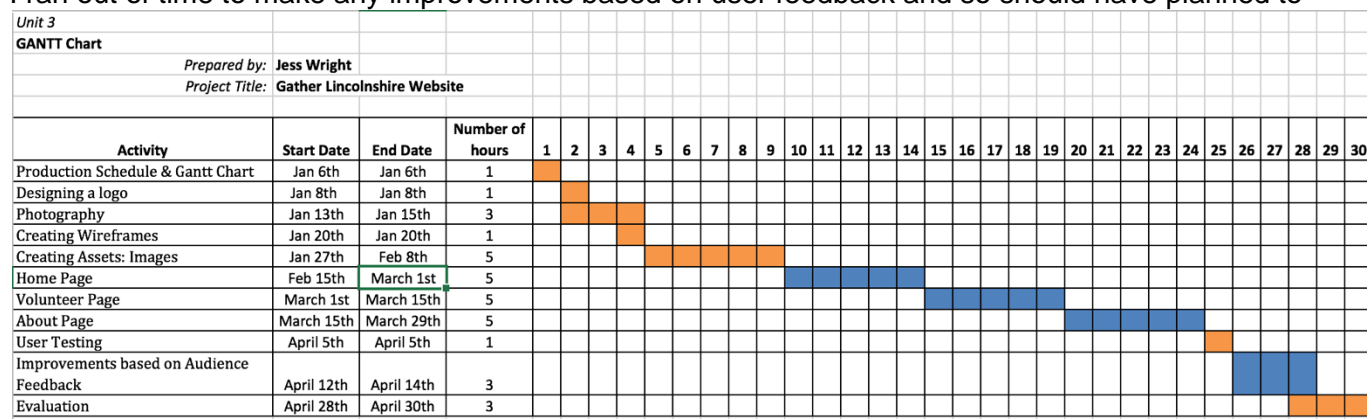
Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 3 Review their working processes and their interactive media product (cont'd)

Learner evidence (cont'd):

Improvements to Assets:
- Greater variety of assets, such as video, animation and audio assets.
- The logo could be improved to appeal to a younger audience, as some users found it dull and old fashioned. A more contemporary design would work better.
- The background to the header image looks messy so I would tidy up the use of the brushes to look more polished.
- I did not have any copyright permission to use the vector images on the image sliders so I would seek permission from the image bank or pay the royalties to use the image.

Review of Production Process

The GANTT chart allowed me to plan for sequential and parallel activities e.g. I planned to take photographs at the same time as designing logos and creating wireframes because I wanted to take photographs out of school and use some different locations. I didn't plan enough time for creating the assets and had to start making the web pages before I had all the assets. This was actually a benefit because I could see how the pages were developing and could make changes to the assets e.g. the slider images had a different colour scheme to the rest of the pages which they would not have done if I had created them before I started in Dreamweaver.

I ran out of time to make any improvements based on user feedback and so should have planned to

Unit 3
GANTT Chart

Prepared by:	Jess Wright				
Project Title:	Gather Lincolnshire Website				

Activity	Start Date	End Date	Number of hours	Days 1–30
Production Schedule & Gantt Chart	Jan 6th	Jan 6th	1	day 1
Designing a logo	Jan 8th	Jan 8th	1	day 3
Photography	Jan 13th	Jan 15th	3	days 4–6
Creating Wireframes	Jan 20th	Jan 20th	1	day 7
Creating Assets: Images	Jan 27th	Feb 8th	5	days 8–12
Home Page	Feb 15th	March 1st	5	days 13–17
Volunteer Page	March 1st	March 15th	5	days 16–20
About Page	March 15th	March 29th	5	days 20–24
User Testing	April 5th	April 5th	1	day 25
Improvements based on Audience Feedback	April 12th	April 14th	3	days 26–28
Evaluation	April 28th	April 30th	3	days 28–30

have user feedback earlier in my schedule. My website did turn out like my planned designs and so maybe the initial planning should have been improved through user feedback before I started to make the website. It also took longer to solve the coding issues than I planned for.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 3 Review their working processes and their interactive media product (cont'd)

Learner evidence (cont'd):

Improvements to Production Process:
- I should have used the time I allocated for photography for creating a wider range of assets, such as video and audio assets.
- If I had planned the time for creating assets to run in parallel to creating the web pages I would have had greater flexibility to use my time either on coding the web pages or creating more engaging assets.
- I should have conducted user testing into my designs to highlight improvements before I started to create the website.

Review of Software and Hardware

The software I used was Photoshop and Dreamweaver. This was the best combination of software for web design because I was able to create all the images and graphics that I needed and optimise them for use in Dreamweaver. In Dreamweaver I used a combination of code and split view so that I could write some HTML and CSS code directly into the software and use some of the tools in Dreamweaver. Dreamweaver also colour coordinates the code to make it easy to read and it shows you if you make a mistake. I added the image slider in Dreamweaver using JavaScript.

I used a digital SLR camera to take my photographs and copy them onto my computer. I used a MacBook pro to create the website because this had all the features I need to build and test the website. I tested the website in Safari.

Improvements to Software and Hardware:
- I should have used hardware and software for creating video and audio e.g. the digital SLR camera shoots HD video and with a tripod I could have to shot the footage I wanted and used iMovie to edit it.
- I should have tested the website in more than browser e.g. Chrome or Firefox.
- I could have explored more features of Dreamweaver, such as creating forms.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 3 Review their working processes and their interactive media product (cont'd)

Learner evidence (cont'd):

Client Brief	Gather Lincolnshire is a charity that promotes volunteering among young people aged 14 to 25. Gather Lincolnshire want you to produce a website to encourage young people to join the charity's team of volunteers. Gather Lincolnshire want: • A three-page website that informs users about the aims and activities of Gather Lincolnshire • Original assets that are fit for audience and purpose • Interactive features to engage the target user • A consistent layout and design • Appropriate accessibility features • An opportunity to join Gather Lincolnshire • A fully functioning website the provides the user with a worthwhile user experience. Your web pages must be saved in .html format.

The final web pages are saved in .html format and all the pages link together. I also added hyperlinks to the images of Ben's story and Anna's story, which send the user to the volunteer page to read their stories. The website has three pages and the content of the pages is all relevant to the client brief: to encourage young people to join the volunteers at the charity.

The images are appealing to the audience and they are original because I took the photographs and used Photoshop to create the assets. I should have used more audio-visual assets to make the site more interesting. To be more fit for purpose, I needed to combine assets and interactive features so that users could join Gather Lincolnshire e.g. I could have included a form to join as a volunteer or an email link to join a mailing list. I wanted to add social networking links in the footer but I didn't know how to do it and that would have provided another way to get people interested in the charity's work. An interactive map with volunteering opportunities would have helped users to understand what volunteering opportunities are available or even links from the table on the about page to the volunteering opportunities would have helped users.

The user experience would have been better if users could have created a profile and that would have encouraged them to join up. The points and badges could have been better explained but I was running out of time at the end.

I achieved a consistent layout and design throughout the site because the navigation, logo and header image are consistent and so is the colour scheme, fonts and footer. The colours worked ok but they weren't very well co-ordinated because I just decided to use purple at the end of making the about page.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 3 Review their working processes and their interactive media product (cont'd)

Learner evidence (cont'd):

Improvements to Final Website:
- I should have tested the website in more than one browser to check that the image slider worked across browsers and then I would know it works for most users.
- Include links to social networking sites.
- Greater use of audio-visual assets to make the site more interesting. I should have made Anna and Ben's stories videos to reduce the amount of writing on the pages.
- Include a form or email link to join the charity.
- Include an interactive map of volunteering opportunities.
- Opportunity to create a profile.
- More interesting explanation of the points and levels.
- More co-ordinated colour scheme.

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 3 Review their working processes and their interactive media product (cont'd)

Grading descriptors	Example
Pass: Identifies/outlines <u>basic</u> ways to improve the outcome and the production process	The learner will use the review evidence (self-reflection and feedback from others) to outline basic improvements to the final product and the process of production.
Merit: Identifies/outlines <u>advanced</u> ways to improve the outcome and the production process	The learner will use the review evidence (self-reflection and feedback from others) to outline a series of considered and inventive improvements to the final product and the process of production.
Distinction: Identifies/outlines advanced ways to improve the outcome and the production process <u>with development/explanation of ideas</u>	The learner will use the review evidence (self-reflection and feedback from others) to outline a series of considered and inventive improvements to the final product and the process of production, which will be clearly explained and developed by linking the suggested improvements to the production process with the final product, the brief and the impact upon the audience.

Justification for the awarded grade:

The learner has produced a written review of the website he produced for LO2 in response to the client brief from Gather Lincolnshire. The review contains evidence of user testing to provide feedback from users. However, other opportunities to generate useful feedback, such as feedback from the client and specialists in web design, are not taken, but are also not required as part of the grading descriptors.

The user feedback, together with appropriate self-reflection of the site's accessibility, the assets, the production process, software and hardware and the final website compared to the brief, enabled the learner to outline a series of advanced improvements to the website and working processes, such as replacing some of the text on the volunteer page with video diaries, creating a more contemporary logo design and testing the website in more than one browser.

The learner has also clearly developed his ideas by explaining the suggested improvements in relation to the production process, product or the impact upon the audience.

Grade awarded for this learning outcome - Distinction

Evidence and Grading Tracker

Unit 03 Development and production of an interactive media product (D/615/3952)

A breakdown of the grades awarded for each learning outcome within unit 03 is shown below in this example of a completed Evidence and Grading Tracker, a blank copy of which is available for use or adaptation on the qualifications page on our website.

A **Merit** grade can be awarded for the unit as a whole.

The learner has not achieved a **Distinction** grade for the unit because they did not achieve a **Distinction** for learning outcomes 1 and 2.

The learner is entitled to one opportunity to resubmit work for the unit to obtain a higher grade.

Unit 03 Development and production of an interactive media product (D/615/3952)

Learning outcome 1

You will:

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

You must know about:

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

You will	Location of evidence (eg hyperlink/portfolio page number and type)	Link your assessment task here
understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets	p4-16 Written report of the process of production.	

Grading descriptors for learning outcome 1			
NYA	**Pass**	**Merit**	**Distinction**
		✓	

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 2

You will:

Create an interactive media product to meet a brief

You must demonstrate:

- use of hardware solutions
- use of software solutions
- use of techniques
- time management/meeting deadlines

You will:	Location of evidence (eg hyperlink/portfolio page number and type)	Link your assessment task here
create an interactive media product to meet a brief	p18-25 Website and written report of the process of production.	

Grading descriptors for learning outcome 2			
NYA	Pass	Merit	Distinction
		✓	

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Learning outcome 3

You will:

Review your working processes and your interactive media product

You must consider:

- the final product compared with the brief
- feedback from the target audience/end-user
- initial ideas and planning
- choice of assets
- choice of hardware/software
- strengths and weaknesses
- ways to improve your working processes and your interactive media product

You will	Location of evidence (eg hyperlink/portfolio page number and type)	Link your assessment task here
review your working processes and your interactive media product	p28-34 Written report.	

Grading descriptors for learning outcome 3			
NYA	**Pass**	**Merit**	**Distinction**
			✓

Unit 03 Development and production of an interactive media product (D/615/3952) (cont'd)

Unit summative feedback

Grading Descriptors for unit D/615/3952			
NYA	**Pass**	**Merit**	**Distinction**
		✓	

IQA/EQA feedback
You have produced an appropriate interactive media product in response to the client brief. Your website has three pages and functions appropriately in different web browsers. You have used relevant practical skills, techniques and equipment to produce a website with functioning links and features, such as an image slider. You have used Photoshop to create highly effective image assets for your site and used Dreamweaver to solve problems that arose during the developing process. Your website would have had more audience appeal if you had included a wider range of assets, such as video assets, and although you met most of the requirements of the brief, you did not include a way of joining Gather Lincolnshire, such as a contact form or email link.

You provided organised and detailed evidence of the production process. However, not all the assessment points were fully explained or exemplified.

Your review explained a series of potential improvements within a well-structured response.

You worked independently to produce the evidence for assessment and met the deadline for submitting evidence for this assignment.

I confirm I have graded this work against the grading descriptors for the qualification.

Overall unit grade: Merit

Date submitted on the Portal:

Teacher/Assessor Name: Chris Simpson

Signature: *Chris Simpson*

Date: 9th May 2017