



Summary of changes

**NCFE Level 2 Technical Award in Interactive
Media
QN: 603/0852/7**

Summary of changes

NCFE Level 2 Technical Award in Interactive Media (603/0852/7)

This document is intended to provide a summary of amendments within the qualification specification and associated documents.

It is not intended to replace the qualification specification and centres should refer to the qualification specification when planning and assessing the qualification.

It is the centre's responsibility to use the most recent version of the qualification specification.

Please see below a summary of the changes in the qualification specification since the last version (Issue 4, October 2017).

Additional guidance has been added to Section 4 regarding calculating the overall grade for a unit.

Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

Please now use the most recent version (Issue 5, April 2018) which is available on the qualification page.

Please see below a summary of the changes in the qualification specification since the last version (Issue 3, September 2017).

We have corrected the UMS grade percentages on page 54.

Please now use the most recent version (Issue 4, October 2017).

Please see below a summary of the changes in the qualification specification since the last version (Issue 2, September 2017).

The staffing and assessor and quality assurance requirements on page 10 have been updated.

We have added additional information about UMS on page 54. We have also updated the external assessment component sentence on page 54 and amended the number of assessment components from 3 to 2.

Please see below a summary of the changes in the qualification specification since the last version (Issue 1, September 2017).

The following sentence has been removed from Section 4 Grading Information: “If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall.”

Please see below a summary of the changes in the qualification specification since the last version (DRAFT December 2016).

Purpose Statement

Type	Summary of changes
Guidance to GCSE equivalents	It is equivalent to GCSE grades 8.5-4.
Progression	This qualification has overlapping content with the Level 1 qualification (603/0851/5). This is not intended as progression from the Level 1 qualification.
Destination	<p>What could this qualification lead to?</p> <p>Learners who achieve this V Cert qualification could progress onto Level 3 qualifications and A Levels, such as:</p> <ul style="list-style-type: none"> • NCFE Level 3 Applied General Certificate in Art and Design • NCFE Level 3 Certificate in Creative Craft • NCFE Level 3 Certificate in Interactive Media • other Level 3 qualifications (including Advanced GCSE) in creative and media related subjects.

Qualification Specification

Type	Summary of changes
GCSE Grades	<p>Pg 7</p> <p>It is a vocational qualification equivalent to GCSE grades 8.5-4.</p>
Entry Guidance	<p>Pg 8</p> <p>This Level 2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in interactive media, and an understanding of how to apply their learning to the interactive media sector. This qualification has overlapping content with the Level 1 qualification (603/0851/5). This is not intended as progression from the Level 1 qualification.</p>
Learning Resources	<p>Pg 15</p> <p>Sample Portfolio</p> <p>NCFE has produced a sample portfolio to help Teachers to benchmark their learners' achievements.</p> <p>Delivery Guide</p> <p>NCFE has produced a Delivery Guide to help Teachers understand how the qualification could be delivered.</p> <p>Please visit the NCFE website www.ncfe.org.uk for more information.</p>

Qualification Specification (cont'd)

Unit content and assessment guidance	<p>Pg 18</p> <p>The learning outcomes for each unit should not be viewed as a stand-alone element; they should be viewed holistically with the assessment points, delivery and assessment guidance, and grading descriptors. These components combined ensure that the learners' achievement is consistent with the level of the qualification.</p> <p>Information in the delivery and assessment section must be covered by the Teacher during the delivery of the unit.</p> <p>Anything which follows a must details what must be taught as part of that area of content. These are subject to assessment.</p> <p>Anything which follows an eg or could is illustrative; it should be noted that where eg is used there are examples that could be covered in teaching of the unit content.</p>
Internal Assessment	<p>Pg 24, 32, 38, 44</p> <p>NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3 (page 45).</p>
Internal Assessment	<p>Pg 47</p> <p>Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher. Assessment activities can be integrated throughout the delivery of the qualification, although they must remain separate from the teaching of the unit. Internal assessment does not have to take place directly at the end of the unit.</p>

Qualification Specification (cont'd)

Internal Assessment	<p>Pg 48, 53</p> <p>All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points, delivery and assessment guidance, and grading descriptors). These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded. Assessing the learning outcome as a whole allows for increased professional judgement on the part of the Assessor in terms of the learner's overall level of performance against the learning outcomes.</p>
Grading information	<p>Pg 53</p> <p>To support Assessors in making accurate grading decisions, NCFE has included examples alongside the grading descriptor. Sample portfolios can also be used to help set the standard of work and provide guidance on what additional evidence would be required to gain a higher grade. Please note – sample portfolios will be developed over the course of the next year. NCFE Quality Assurers can also provide support visits to assist centres in understanding the grading descriptors, and how to apply them to the learning outcomes consistently.</p>
Evidence Glossary	<p>Pg 60</p> <p>Glossary added to provide additional information about the evidence types as listed in the specification.</p>