

**all you need  
to know.**

## **Qualification Specification**

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

Version 7.1 November 2019

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## Summary of changes

This section summarises the changes to this qualification specification since the last version (Version 6 October 2018).

Version	Publication Date	Summary of amendments
6	October 2018	<p>On page 57, the overall qualification grading descriptor for a Distinction* has been made clearer around the achievement of the internal units and the external assessment. Please click the link below:</p> <p>To be awarded a Distinction* grade, the learner will have achieved within the top 10% of the maximum UMS or learners will have achieved a Distinction grade in every unit for the internal assessment and a Distinction grade in the external assessment.</p>
7	September 2019	<p>On page 54 the following sentence has been added:</p> <p>Learners must achieve a Distinction for each unit in order to achieve an overall grade of Distinction*.</p>
7.1	November 2019	<ul style="list-style-type: none"><li>• Information regarding the wellbeing and safeguarding of learners added to Section 1 (page 13)</li><li>• Information regarding the aggregation methods and grade thresholds added to Section 4 (page 56)</li></ul>

# Section 1

## Qualification overview

## Qualification overview

### Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Technical Award in Interactive Media.

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

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

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

### Things you need to know

Qualification number (QN)	603/0852/7
Aim reference	60308527
Total Qualification Time*	195
Guided Learning Hours (GLH):	120 plus a 15-hour external assessment
RQF level	2
Assessment requirements	Internally assessed and externally quality assured portfolio of evidence and externally set question paper/assignment

### Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

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### About this qualification

This is a regulated qualification. The regulated number for this qualification is 603/0852/7.

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

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

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

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## Qualification purpose

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

Interactive media should not be confused with art and design, product design or graphic design. It is distinct from these subjects and should be treated as such.

The Level 2 Technical Award in Interactive Media complements GCSE qualifications. It is aimed at 14-16 year olds studying the Key Stage 4 curriculum who are interested in any aspect of interactive media, including sourcing ideas and design. It is equivalent to GCSE grades 8.5-4.

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

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

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## Entry guidance

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

The qualification has been developed alongside the Level 1 Technical Award in Interactive Media. It is a vocational qualification equivalent to GCSE grades 8.5-4.

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

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

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

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

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



This Level 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.

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

### Achieving this qualification

This qualification consists of:

Unit No	Unit title	GLH	Mandatory/optional	Assessment method
Unit 01	Investigate interactive media production	30	Mandatory	Internally and externally assessed
Unit 02	Plan and prepare for an interactive media product	30	Mandatory	Internally and externally assessed
Unit 03	Development and production of an interactive media product	40	Mandatory	Internally and externally assessed
Unit 04	Present and promote an interactive media product	20	Mandatory	Internally and externally assessed

To be awarded the Level 2 Technical Award in Interactive Media, learners are required to successfully complete **4** mandatory units. Learners must also achieve a minimum of a Pass in the external assessment.

The learning outcomes for each unit are provided in Section 2 (page 17).

To achieve the Level 2 Technical Award in Interactive Media, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Learners must also achieve a minimum of a Pass in the external assessment.

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

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 4 (page 52).

## Progression opportunities

Learners who achieve this V Cert qualification could progress onto Level 3 qualifications and A Levels, such as:

- Level 3 Applied General Certificate in Art and Design
- Level 3 Certificate in Creative Craft
- Level 3 Certificate in Interactive Media
- other Level 3 qualifications (including Advanced GCSE) in creative and media related subjects.

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

- performing arts
- photography
- creative/interactive media
- games design.

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## Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

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

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

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## Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

## Assessors and internal quality assurance

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

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## Support for learners

### Evidence and Grading Tracker

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

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

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

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

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

## Customer Support team

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

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## Assessment and Moderation Handbook for Schools

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

## Regulations for the Conduct of External Assessments – V Certs

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

## Reasonable Adjustments and Special Considerations Policy

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

## Subject maps

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

## Fees and Pricing

The current Fees and Pricing Guide is available on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

## Useful websites

Teachers may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- Fontalicious – [www.fontalicious.com](http://www.fontalicious.com)
- We love typography – [www.welovetypography.com](http://www.welovetypography.com)
- Joomla – [www.joomla.org](http://www.joomla.org)
- Wireframe Structures – [www.edrawsoft.com](http://www.edrawsoft.com)
- Autodesk (3D animation) – [www.autodesk.co.uk](http://www.autodesk.co.uk)
- Google Sketch Up – <http://www.sketchup.com/>
- Adobe Flash (2D animation) – [www.adobe.com/software/flash/about](http://www.adobe.com/software/flash/about)
- Adobe Dreamweaver – [www.adobe.com/uk/products/dreamweaver.html](http://www.adobe.com/uk/products/dreamweaver.html)
- Toon Boom (2D animation) – [www.toonboom.com/industry/2d-animation](http://www.toonboom.com/industry/2d-animation)
- WordPress – [www.wordpress.org](http://www.wordpress.org)
- JQuery – [www.jquery.com](http://www.jquery.com)
- 3DAPPS – [www.tinkercad.com/](http://www.tinkercad.com/)
- Book authoring – <https://www.apple.com/ibooks-author/>
- Interactive Designer Jobs – [www.creativepool.co.uk/employee/jobs/interactive-design-jobs.php](http://www.creativepool.co.uk/employee/jobs/interactive-design-jobs.php)
- Augmented Reality – [www.harmonypark.net](http://www.harmonypark.net)
- Yummy Grain – [www.bloglovin.com/en/blog/200459/yummy-fresh-grain-feed](http://www.bloglovin.com/en/blog/200459/yummy-fresh-grain-feed)
- British Interactive Media Association – [www.bima.co.uk](http://www.bima.co.uk)
- Education resource for design students – [www.thedesigntrust.co.uk](http://www.thedesigntrust.co.uk)

## Training and support

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

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## Learning resources

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

This qualification has been developed for learners aged 14–16. Resources and materials used in the delivery of this qualification, must be age-appropriate and due consideration should be given to the well-being and safe-guarding of learners in line with your Institutes safeguarding policy when developing or selecting delivery materials.

## Sample portfolio

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

## Delivery guide

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

Please visit our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) for more information.

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## School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4/16-19 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website [register.ofqual.gov.uk/](http://register.ofqual.gov.uk/) for further information.

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## Work experience

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

- [www.bbc.co.uk/careers/work-experience/](http://www.bbc.co.uk/careers/work-experience/)
- [www.creativeskillset.org/](http://www.creativeskillset.org/)
- [www.hse.gov.uk/youngpeople/workexperience/index.htm](http://www.hse.gov.uk/youngpeople/workexperience/index.htm)

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## Essential skills

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

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

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

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

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

# Section 2

## Unit content and assessment guidance



## Unit content and assessment guidance

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

The unit overview provides:

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

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

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

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

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

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

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

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

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

## Synoptic assessment

Synoptic assessment<sup>1</sup> is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects they have studied. It enables learners to show that they can transfer knowledge and skills learned in one context to resolve problems raised in another.

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

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

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

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

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

## Unit 01 Investigate interactive media production (Y/615/3948)

<b>Unit summary</b>	Learners will experiment with interactive media products and understand the elements of the development process using hardware and software solutions.
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Graded</b>	Yes
<b>Internally/Externally Assessed</b>	Internally and externally assessed

### Learning outcome 1

The learner will:

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

The learner must know about:

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

Grading descriptors	Example
<b>Pass:</b> Describes what is required for the development of interactive media products	All assessment points are covered with minimal description.
<b>Merit:</b> Describes what is required for the development of interactive media products <u>and makes some links between them</u>	All assessment points are covered and some links are made between them.  eg learners make links between certain features, processes and techniques and their intended audience.
<b>Distinction:</b> Describes what is required for the development of interactive media products <u>and explains how they are linked</u>	All assessment points are covered and explanations are made about how they are linked.  eg learners should be expected not only to be able to describe the assessment points but to explain how certain features, processes and techniques are more/less appropriate for certain types of audience.

## Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

### Learning outcome 1 (cont'd)

#### Delivery and assessment

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

- Features, eg navigation, links, hit counters, help, multimedia, leader boards, levels, power-ups, credits.
- Target audiences, eg age, interests, location, lifestyle, income, gender.
- Sources, eg internet, books, technical manuals, magazines.
- Processes, eg storyboards, mood boards, wireframes, scripts, risk analysis, flow charts, coding, testing.
- Techniques, eg sound editing, animation, video editing, image manipulation, interactive media authoring software.
- Health and safety, eg comfortable workstations, adjustable chairs, foot supports, correct lighting, frequent breaks.

The learner could produce evidence which shows research into the features of interactive media products, target audiences and health and safety. Learners must cover **sources, processes and techniques** needed for the development of an interactive media product.

#### Types of evidence

Evidence could include:

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

## Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

### Learning outcome 2

The learner will:

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

The learner must demonstrate:

- experimentation of processes and techniques needed for the development of an interactive media product
- experimentation with software solutions
- experimentation with hardware options

Grading descriptors	Example
<b>Pass:</b> Carries out <u>purposeful</u> experimentation with <u>some</u> links to the brief	The learner's evidence of experimentation will have some links to the brief.
<b>Merit:</b> Carries out <u>focused</u> experimentation with <u>evidence</u> of how this has been used in relation to the brief	The learner will show evidence of experimentation using a range of processes, techniques and software solutions in relation to the brief.
<b>Distinction:</b> Carries out <u>thorough</u> <u>experimentation</u> with <u>clear evidence</u> of how this has been used in relation to the brief	The learner will show clear evidence of experimentation using a wide range of processes, techniques and alternative software solutions in relation to the brief.

Delivery and assessment
<p>Learners will undertake experimentation into a range of interactive media products and their associated tools and processes.</p> <p>Software solutions, eg image manipulation, sound creation and manipulation, website authoring, multimedia authoring, video editing, animation software etc.</p> <p>The learner should experiment with a number of different types of interactive media software solutions.</p> <p>The learner will produce an interactive media portfolio which will show experimentation with software, processes and techniques needed for the development of an interactive media product.</p>

## Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

### Learning outcome 2 (cont'd)

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• poster</li><li>• written report</li><li>• leaflet</li><li>• audio-visual narrative</li><li>• annotated diagram</li><li>• blog/vlog</li><li>• digital showcase</li><li>• podcast.</li></ul>

## Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

### Learning outcome 3

The learner will:

Review their experimentation with interactive media products

The learner must consider:

- selection of processes and techniques
- use of software
- feedback
- skills development

Grading descriptors	Example
<b>Pass:</b> Describes the experimentation involved and <u>identifies some</u> aspects of what went well/not so well	The learner will identify some aspects of what went well or not so well in their experimentation and skills developed using feedback from others and self-reflection.
<b>Merit:</b> Describes the experimentation involved and <u>identifies</u> what went well/not so well	The learner will identify a range of aspects of what went well/not so well in their experimentation and skills developed using feedback from others and self-reflection.
<b>Distinction:</b> Describes the experimentation involved and <u>identifies</u> what went well/not so well and <u>opportunities for improvement</u>	The learner will identify a wide range of aspects of what went well/not so well in their experimentation, skills developed and ways to improve using feedback from others and self-reflection.

## Unit 01 Investigate interactive media production (Y/615/3948) (cont'd)

### Learning outcome 3 (cont'd)

Delivery and assessment
<p>Learners will review their experimentation and consider what went well/not so well.</p> <p>This must be supported with feedback which could include feedback from:</p> <ul style="list-style-type: none"><li>• client</li><li>• specialist, eg professional developer</li><li>• audience/end user</li><li>• peer</li><li>• Teacher.</li></ul>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• annotated screen-shot</li><li>• written or verbal response</li><li>• video with commentary</li><li>• surveys and questionnaires</li><li>• skills audit.</li></ul>

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).



## Unit 02 Plan and prepare for an interactive media product (R/615/3950)

<b>Unit summary</b>	Leaners will produce a proposal and plans for an interactive media product meeting the requirements of a brief.
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Graded</b>	Yes
<b>Internally/Externally Assessed</b>	Internally and externally assessed

### Learning outcome 1

The learner will:

Understand how to produce a proposal to meet a brief

The learner must know about:

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

Grading descriptors	Example
<b>Pass:</b> Describes relevant aspects of what is required for the proposal of an interactive media product	All assessment points are covered with suitable description.
<b>Merit:</b> Describes relevant aspects of what is required for the proposal of an interactive media product and <u>makes some links between them</u>	All assessment points are covered and some links are made between them.  eg learners make links between different aspects such as how the content/style is determined by the audience.
<b>Distinction:</b> Describes relevant aspects of what is required for the proposal of an interactive media product and <u>explains how they are linked</u>	All assessment points are covered and explanations are made between them.  eg learners explain how different aspects impact on each other and how the proposal meets the brief.

## Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)

### Learning outcome 1 (cont'd)

#### Delivery and assessment

The learner must outline how a proposal could be produced including all assessment points.

Ideas development can include:

- justification of chosen/rejected ideas
- explanation of choice.

Audience can include:

- target audiences
- breakdown of audience groups
- social groups
- profiling.

Technical aspects can include:

- software package types
- tools/techniques
- the intended platform of the product.

Design aspects can include:

- fonts
- colour pallet
- images
- layout
- house style.

Content can include:

- interactive features, eg
  - video content
  - audio content
  - images sliders
  - forms
  - forums
  - links
  - polls
  - maps.

## Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)

### Learning outcome 1 (cont'd)

Delivery and assessment (cont'd)
<ul style="list-style-type: none"><li>• non-interactive features, eg<ul style="list-style-type: none"><li>- images</li><li>- text</li><li>- backgrounds</li><li>- banners</li><li>- logos.</li></ul></li></ul>
Types of evidence
Evidence could include: <ul style="list-style-type: none"><li>• digital or physical presentation</li><li>• written report</li><li>• audio-visual narrative</li><li>• blog/vlog</li><li>• podcast.</li></ul>

## Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)

### Learning outcome 2

The learner will:

Produce a proposal meeting the requirements of a brief

The learner must demonstrate:

Their ability to create a proposal which must include:

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

Grading descriptors	Example
<b>Pass:</b> The proposal will show application of skills in meeting the brief and <u>responding</u> to any straightforward problems that arise	No additional information.
<b>Merit:</b> The proposal will show the <u>effective</u> application of skills in meeting the brief and <u>solving</u> any straightforward problems that arise	No additional information.
<b>Distinction:</b> The proposal will show the <u>consistent</u> and <u>effective application</u> of skills in meeting the brief and <u>efficiently solving</u> any straightforward problems that arise	No additional information.

Delivery and assessment
<p>The learner must produce a proposal which includes the following:</p> <p>Idea or concept can include:</p> <ul style="list-style-type: none"> <li>• a description of the idea.</li> </ul> <p>Audience can include:</p> <ul style="list-style-type: none"> <li>• target audiences</li> <li>• breakdown of audience groups</li> <li>• profiling.</li> </ul> <p>Technical aspects can include:</p> <ul style="list-style-type: none"> <li>• tools/techniques</li> <li>• the intended platform of the product.</li> </ul>

## Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)

### Learning outcome 2 (cont'd)

Delivery and assessment (cont'd)
<p>Design aspects can include:</p> <ul style="list-style-type: none"><li>• images</li><li>• page layout</li><li>• house style.</li></ul> <p>Content can include:</p> <ul style="list-style-type: none"><li>• interactive features, eg<ul style="list-style-type: none"><li>- video content</li><li>- audio content</li><li>- image sliders</li><li>- forms</li><li>- forums</li><li>- links</li><li>- polls</li><li>- maps.</li></ul></li><li>• non-interactive features, eg<ul style="list-style-type: none"><li>- images</li><li>- text</li><li>- backgrounds</li><li>- banners</li><li>- logos.</li></ul></li></ul>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• digital or physical presentation</li><li>• written report</li><li>• audio-visual narrative</li><li>• blog/vlog</li><li>• annotated diagrams</li><li>• wireframes</li><li>• storyboards</li><li>• navigation maps/plans</li><li>• planning timescales (Gantt charts)</li><li>• sketches</li><li>• mind maps</li><li>• mood boards</li><li>• colour combinations</li><li>• typography options (font stacks/font families).</li></ul>

## Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)

### Learning outcome 3

The learner will:

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

The learner must demonstrate:

- project planning to meet the criteria of the brief
- use of recognised design processes for functionality and appearance
- selection of assets

Grading descriptors	Example
<b>Pass:</b> Planning process will show application of skills in meeting the brief and <u>responding</u> to any straightforward problems that arise	No additional information.
<b>Merit:</b> Planning process will show the <u>effective</u> application of skills in meeting the brief and <u>solving</u> any straightforward problems that arise	No additional information.
<b>Distinction:</b> Planning process will show the <u>consistent</u> and <u>effective application</u> of skills in meeting the brief and <u>efficiently solving</u> any straightforward problems that arise	No additional information.
Delivery and assessment	
<p>The learner must produce project plans related to their proposal which includes the following:</p> <ul style="list-style-type: none"> <li>• produce a project plan which outlines a set of tasks which will take into account the design, production and review of an interactive media product</li> <li>• utilise recognised design processes for functionality and appearance, eg create wireframes, storyboards, navigation maps/plans, planning timescales, sketches, mind maps, mood boards, colour combinations, typography etc</li> <li>• the sourcing and creation of assets required for the production of their interactive media product.</li> </ul>	

## Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)

### Learning outcome 3 (cont'd)

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• digital or physical presentation</li><li>• written report</li><li>• audio-visual narrative</li><li>• blog/vlog</li><li>• annotated diagrams</li><li>• wireframes</li><li>• storyboards</li><li>• navigation maps/plans</li><li>• planning timescales (Gantt charts)</li><li>• sketches</li><li>• mind maps</li><li>• mood boards</li><li>• colour combinations</li><li>• typography options (font stacks/font families).</li></ul>

## Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)

### Learning outcome 4

The learner will:

Review the proposal and the planning of an interactive media product

The learner must consider:

- how well planning addresses the design brief
- choice of interactive media product
- the intended platform of the product
- selection of assets and processes
- feedback
- timescales/meeting the deadlines

Grading descriptors	Example
<b>Pass:</b> Describes the proposal and planning process involved and identifies <u>some</u> aspects of what went well/not so well	No additional information.
<b>Merit:</b> Describes the proposal and planning process <u>involved</u> and identifies what went well/not so well	No additional information.
<b>Distinction:</b> Describes the proposal and planning process involved and <u>identifies</u> what went well/not so well <u>and any opportunities for improvement</u>	No additional information.



## Unit 02 Plan and prepare for an interactive media product (R/615/3950) (cont'd)

### Learning outcome 4 (cont'd)

Delivery and assessment
The learner will review the proposal and planning documentation in relation to the brief and consider what went well/not so well. This must be supported with feedback which could include client, specialist, audience, peer and/or Teacher feedback. You could also consider ways to improve.
Types of evidence
Evidence could include: <ul style="list-style-type: none"><li>• annotated screen shots</li><li>• written or verbal response</li><li>• video with commentary</li><li>• surveys and questionnaires</li><li>• skills audit</li><li>• peer-to-peer</li><li>• client feedback.</li></ul>

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).

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

<b>Unit summary</b>	Learners will understand how to use appropriate software and hardware for the development and creation of an interactive media product and its assets.
<b>Guided learning hours</b>	40
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Graded</b>	Yes
<b>Internally/Externally Assessed</b>	Internally and externally assessed.

#### Learning outcome 1

The learner will:

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

The learner must know about:

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

Grading descriptors	Example
<b>Pass:</b> Correctly applies <u>some</u> technical terms with examples/explanations	No additional information.
<b>Merit:</b> Correctly applies <u>a range of</u> technical terms with examples/explanations	No additional information.
<b>Distinction:</b> <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.

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

#### Learning outcome 1 (cont'd)

Delivery and assessment
<p>Working alongside learning outcome (LO) 2, the learner will create evidence of the development process for each of the assets and the final interactive media product.</p> <p>Directory folder structures showing logical layout of structures including appropriate file and directory names.</p> <p>File types and exporting options in appropriate formats (see range).</p> <p>Hardware solutions and associated features can include scanners, cameras, computer specification, soundcard/video card, graphics tablet etc.</p> <p>Software solutions and associated tools can include image manipulation, sound creation and manipulation, website authoring, multimedia authoring, video editing, animation software etc.</p> <p>The needs of different audiences can include accessibility, playability and user experience.</p> <p>The learner must produce evidence to show the development of the interactive media product, eg production log/diary and include/identify the challenges they have faced.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• digital or physical presentation</li><li>• written report</li><li>• audio-visual narrative</li><li>• annotated screenshots</li><li>• blog/vlog</li><li>• screen capture</li><li>• podcast.</li></ul>

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

### Learning outcome 2

The learner will:

Create an interactive media product to meet a brief

The learner must demonstrate:

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

Grading descriptors	Example
<b>Pass:</b> 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.
<b>Merit:</b> 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.
<b>Distinction:</b> 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 (cont'd)

##### Delivery and assessment

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

The learner should make use of:

- plans from Unit 02
- hardware solutions and associated features
- software solutions and associated tools
- a range of methods, technical skills and equipment.

The learner should also make use of the following from LO1:

- time management/meeting deadlines
- directory/folder structures
- appropriate file types and exporting options
- testing to ensure usability and functionality.

Hardware solutions and associated features can include scanners, cameras, computer specification, soundcard/video card, graphics tablet etc.

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

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

Time management can include creating and meeting milestones and meeting deadlines.

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

##### Types of evidence

The learner must provide the finished interactive media product.

Evidence could include:

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

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

### Learning outcome 3

The learner will:

Review their working processes and their interactive media product

The learner 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 their working processes and their interactive media product

Grading descriptors	Example
<b>Pass:</b> 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.
<b>Merit:</b> 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.
<b>Distinction:</b> 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.

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

#### Learning outcome 3 (cont'd)

Delivery and assessment
<p>Learners will collect and respond to feedback to generate evidence which includes a review of their work and working processes. They should consider the ways to improve their interactive media product and working processes, eg technical skills, processes, equipment and assets.</p> <p>Feedback could include client, specialist, peer and/or Teacher feedback.</p>
Types of evidence
<p>The learner must provide a review of the working practices and the interactive media product which was produced in LO2.</p> <p>Evidence could include:</p> <ul style="list-style-type: none"><li>• annotated screen shots</li><li>• written or verbal response</li><li>• video with commentary</li><li>• surveys and questionnaires</li><li>• skills audit</li><li>• peer-to-peer</li><li>• client feedback.</li></ul>

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).

## Unit 04 Present and promote an interactive media product (K/615/3954)

<b>Unit summary</b>	Learners will present and promote an interactive media product in the creative media industry.
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory
<b>Graded</b>	Yes
<b>Internally/Externally Assessed</b>	Internally and externally assessed

### Learning outcome 1

The learner will:

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

The learner must know about:

- types of client and their needs
- types of job opportunities in the interactive media industry
- methods of presenting an interactive media product
- methods of promoting their skills

Grading descriptors	Example
<b>Pass:</b> Describes a single method of presentation and promotion in addition to the client needs and opportunities available in the industry	No additional information available.
<b>Merit:</b> Describes at least 2 methods of presentation and promotion in addition to the client needs and opportunities available in the industry and <u>makes some links between them</u>	No additional information available.
<b>Distinction:</b> Describes a wide range of methods of presentation and promotion in addition to the client needs and opportunities available in the industry and <u>explains how they are linked</u>	No additional information available.



## Unit 04 Present and promote an interactive media product (K/615/3954) (cont'd)

### Learning outcome 1 (cont'd)

Delivery and assessment
<p>Learners describe the purpose of presenting an interactive media product.</p> <p>Learners must identify different clients and describe how to meet their needs, eg website to promote an event, interactive kiosk for a listed building, games aimed at educating primary school children.</p> <p>Learners will investigate job opportunities within the interactive media industry, eg job adverts, permanent and freelance employment.</p> <p>Learners will look at opportunities to present a product in the interactive media industry, eg digital portfolio/CV, online presence, promotional video, viral marketing, interactive showcase etc.</p> <p>Learners will identify how they will promote their skills, eg digitally or hard copies.</p> <p>Methods of self-promotion, eg exhibitions, gallery, web presence, social media.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• digital or physical presentation</li><li>• poster</li><li>• written report</li><li>• leaflet</li><li>• audio-visual narrative</li><li>• annotated diagram</li><li>• blog/vlog</li><li>• digital showcase</li><li>• podcast.</li></ul>

## Unit 04 Present and promote an interactive media product (K/615/3954) (cont'd)

### Learning outcome 2

The learner will:

Present an interactive media product and promote their skills

The learner must demonstrate:

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

Grading descriptors	Example
<b>Pass:</b> Selects and uses technical skills to present and promote an interactive media product	The learner will present their interactive media product to an audience making appropriate use of a range of technical skills.
<b>Merit:</b> Selects and uses a combination of the <u>most appropriate</u> technical skills and equipment to present and promote an interactive media product	The learner will present their interactive media product to an audience, combining the most appropriate technical skills and equipment in relation to the assessment points.
<b>Distinction:</b> Selects and uses a combination of the most appropriate relevant skills, equipment, materials <u>and</u> processes to present and promote an interactive media product	The learner will present their interactive media product to an audience, combining the most appropriate technical and communication skills, equipment, materials and processes in relation to the assessment points.
Delivery and assessment	
Learners will produce a display of their work for a specified audience within the interactive media industry.	
Learners will demonstrate:	
<ul style="list-style-type: none"> <li>• physical and digital presentation skills</li> <li>• awareness of purpose and audience</li> <li>• communication skills</li> <li>• technical skills</li> <li>• selection of format and medium</li> <li>• methods of promoting their skill.</li> </ul>	

## Unit 04 Present and promote an interactive media product (K/615/3954) (cont'd)

### Learning outcome 2 (cont'd)

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• annotated screen-shots</li><li>• video with commentary</li><li>• PowerPoint presentation</li><li>• portfolio</li><li>• interactive showcase</li><li>• photographs</li><li>• relevant social media account</li><li>• promotion stand.</li></ul>

## Unit 04 Present and promote an interactive media product (K/615/3954) (cont'd)

### Learning outcome 3

The learner will:

Review the presentation of their interactive media product and promotion of their skills

The learner must consider their:

- selection of format and medium
- use of hardware/software
- strengths and weaknesses
- areas for improvement

Grading descriptors	Example
<b>Pass:</b> <u>Identifies</u> a range of strengths and weaknesses with supporting evidence	The learner will identify different areas for improvement and strengths and weaknesses in the presentation and promotion of their interactive product, drawing on supporting evidence (such as feedback from others and self-reflection).
<b>Merit:</b> <u>Identifies</u> a range of strengths and weaknesses with supporting evidence and <u>describes the impact on the overall outcome</u>	The learner will identify different areas for improvement and strengths and weaknesses in the presentation and promotion of their interactive product. The supporting evidence (such as feedback from others and self-reflection) will be used to describe the outcomes of the presentation/promotional activity against the learner's initial intentions.
<b>Distinction:</b> <u>Describes</u> a range of strengths and weaknesses with supporting evidence, showing evidence of <u>recognising different levels of importance</u>	The learner will describe areas for improvement and different strengths and weaknesses in the presentation and promotion of their interactive product. The supporting evidence (such as feedback from others and self-reflection) will be used to make judgements about the relevant importance of each of the assessment points.
Delivery and assessment	
Learners are being assessed on their ability to review the outcome against their initial intentions	
Learners could consider audience feedback as part of the review.	

## Unit 04 Present and promote an interactive media product (K/615/3954) (cont'd)

### Learning outcome 3 (cont'd)

Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• annotated screen shots</li><li>• written report</li><li>• video with commentary</li><li>• PowerPoint presentation</li><li>• portfolio</li><li>• interactive showcase</li><li>• photographs.</li></ul>

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).

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# Section 3

## Assessment and quality assurance

## Assessment and quality assurance

### How the qualification is assessed

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

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

- internal assessment – portfolio of evidence. This will be graded by centre staff and externally quality assured by NCFE
- external assessment – practical exam. This will be graded by NCFE. This will assess the application of knowledge and skills acquired from Units 01–04 of the qualification.

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

The external assessment components are set and marked by NCFE.

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

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

### Cognitive processes

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

### Assessment objectives

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

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

The AOs for this qualification are:

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

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

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

### Learning outcomes and assessment points

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

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### Internal assessment

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

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 17).

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

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

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

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



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

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

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the 'Internal Assessment Tasks: Guidance for Centres' document on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).
- refer to Section 5 (page 57) for a glossary of evidence types.

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### Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide to learners can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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### Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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### Late submissions

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

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

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

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## Submitting unit grades

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

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

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

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

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

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

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

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## External assessment

Each learner is required to undertake an external assessment.

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

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

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

The external assessment for this qualification consists of 1 exam. A high level of control applies.

The external assessment is split as follows:

- practical exam – 15-hour invigilated external assessment.

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

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

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

There are 2 specific assessment dates during the year. Please refer to the assessment arrangements document on our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk) for the specific dates.

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

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

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

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

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

For guidance on conducting external assessments, please refer to the [Regulations for Conduct of External Assessment – V Certs](#), or contact the Quality Assurance team on 0191 239 8000.

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## Quality assurance

### Internal quality assurance

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

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

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

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### External quality assurance

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

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# Section 4

## Grading information

## Grading information

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

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

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

### Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 57).

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

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

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

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

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

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

### Marking the external assessment

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

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

Level 2 Pass UMS %	Level 2 Merit UMS %	Level 2 Distinction UMS %
60%	70%	80%

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

### Awarding the final grade

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

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

	Max	P	M	D	D*
UMS	400	240	280	320	360

Learners must achieve a minimum of 144 UMS on the internal assessment component and a minimum of 96 UMS on the external assessment components.

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

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

## Overall qualification grading descriptors

### Level 2 standards

At Level 2, learners will be given overall direction and guidance but will be able to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. They must be able to understand theories and ideas and be aware of different sources of information that are relevant to the subject.

### Tasks

At Level 2, tasks should be well defined and generally routine, allowing learners to address straightforward problems. They should require a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study and need some technical skills or understanding for their completion.

Learners will take responsibility for completing generally routine tasks and procedures. They will exercise autonomy and judgement with overall direction and guidance. They will be able to identify how effective actions have been and take responsibility for analysis and evaluation.

#### Not Yet Achieved

The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a Pass.

#### Level 2 Pass

The learner will have a detailed understanding of the key concepts but may not be able to make links between them. They will demonstrate some application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard with some errors and learners will select and use some appropriate skills and processes.

A range of strengths and weaknesses will be identified, with supporting evidence, and straightforward ways to improve the outcome or process. Evidence will show planning, organisational and investigatory skills in a clear and logical way.

#### Level 2 Merit

The learner will have a detailed understanding of the key concepts and will be able to make some links between them. They will demonstrate effective application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard with few errors and learners will select and use some appropriate skills and processes, giving some explanation for their choices.

The importance of strengths and weaknesses to the overall outcome will be described and the learner will state effective ways to improve the outcome or process.



Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines.

### Level 2 Distinction

The learner will have a detailed understanding of the key concepts and how they interlink. They will demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials relevant to the vocational area and level of study. Tasks will be completed to a level that far exceeds the minimum standard with few or no errors and learners will select and use appropriate skills and processes, justifying their choices.

Learners will recognise the varying impact of different strengths and weaknesses to overall outcomes and explain effective ways to improve the outcomes or processes.

Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines and to review plans.

### Level 2 Distinction\*

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

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

# Section 5

## Glossary of terms

## Glossary of terms

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 2 V Cert qualifications and may not all appear in this qualification specification.

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

## Glossary of terms (cont'd)

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

## Evidence glossary

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

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

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

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

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



Storyboard	A storyboard could be used to illustrate the flow of an interactive idea. This will help learners produce a proposal for an interactive media product.
Surveys and questionnaires	A set of questions with a choice of answers, in hard-copy or digital format, designed to elicit responses to aid analysis or evaluation.
Typography options (font stacks/font families)	Font stacks are used by web designers to ensure that they can control which fonts are visible to users accessing their website. The designer will select a font family and then assign a number of fonts to that family to ensure that only those fonts indicated will be used. For example, if the first font selected was 'Arial' and the user's device did not have or recognise that font, the system will move to the next font in the family ('Georgia') and so on, until a recognisable font is found.
Video recording with commentary	<p>It could be used to evidence learning outcomes or used as a reflective log, eg video diary.</p> <p>In longer recordings that cover several assessment points, provide details of the timings in each individual recording, or break down recordings into chapters.</p> <p>A maximum of 2 minutes per learning outcome will be sufficient.</p> <p>Make sure that only evidence directly related to the learning outcome and the assessment points is submitted.</p> <p>Individual contributions to group work must be clearly identified.</p> <p>Appropriate permissions must be obtained.</p> <p>A good-quality recording must be sent to NCFE in an appropriate format.</p>
Website links/screenshots	Website links/screen-shot evidence should include an explanation of why it supports the meeting of a learning outcome.
Wireframes	These can be produced by hand or digitally, and are intended as a visual guide or representation of the framework of a website. This allows the creator to arrange elements within the website in advance. A wireframe is similar to a blueprint for a building construction: it is a structural schematic for a website.
Written or verbal response	An account or statement relevant to the learning outcome containing or accompanied by visual material. A report can be written or spoken.
Written report	A structured and informative document.

## Presenting evidence

### Written

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

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

### Recorded

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

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

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

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

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

We have set out an example used for a performance:

### Test High School

**Recorded evidence starts:** 4 mins 30 seconds into the recording

**Recorded evidence finishes:** 16 mins 27 seconds into the recording

**Venue:** School hall

**Audience:** Teachers, parents and friends

## Presenting evidence

### Recorded (cont'd)

#### **Band 1:**

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

Drummer – Diana Nisbett

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

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

#### **Performance of XXX:**

Lead male – Su Jin

Lead female – Maya Solomon

#### **Choir:**

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

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

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

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

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# Section 6

## General information

## General information

### Equal opportunities

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

### Diversity, access and inclusion

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

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

For more information on the Reasonable Adjustments and Special Considerations policy, please see our dedicated qualifications website [www.qualhub.co.uk](http://www.qualhub.co.uk).

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