Qualification specification

NCFE Level 1/2 Technical Award in Interactive Media
QN: 603/7005/1

Qualification summary

Qualification title	NCFE Level 1/2 Technical Award in Interactive Media		
Ofqual qualification number (QN)	603/7005/1	Aim reference	60370051
Guided learning hours (GLH)	141	Total qualification time (TQT)	155
Qualification purpose	This qualification is part of a suite of technical award qualifications that have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications that: • 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		
Grading	Level 1 pass/merit/distinction (L1P/L1M/L1D) Level 2 pass/merit/distinction/distinction* (L2P/L2M/L2D/L2D*)		
Assessment method	Externally-set: non-exam assessment (NEA) and an examined assessment (EA)		
Performance points	Please check with the DfE for the most up-to-date information, should there be any changes		

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication date	Summary of amendments
V1.1	December 2022	Information has been added in assessment guidance to clarify how the non-exam assessment (NEA) will be moderated by NCFE.
V1.2	June 2023	Two additional hours have been added to the NEA assessment time to allow learners 2 hours of open book preparation and research time before sitting their NEA. The GLH has been increased from 139 to 141, and the TQT has been increased from 153 to 155. The moderation section has been updated for clarification by removing the statement advising that moderators are not aware of the marks awarded by the centre's assessors while looking at samples of work. The 'How the qualification is assessed' section has been updated to clarify that there is only one attempt permitted for each assessment. The tutor guidance has been amended in content area 4 to make clear the differentiation between a 'client brief' and a 'design brief. The tutor guidance has also been amended in content area 6 to provide further guidance on client-led and creator-led presentations.
V1.3	July 2025	Formatting corrected.
V1.4	January 2026	Minimum age removed from qualification summary and NEA brief release date updated.

Section 1: introduction

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

Aims and objectives

This qualification aims to:

- focus on the study of the interactive media sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to:

- understand the different types of interactive media products and their features
- consider the audiences of interactive media products
- identify the software and hardware options for interactive media products
- understand interactive media product planning and proposals
- apply the development processes of an interactive media product
- promote and present interactive media products
- review the production processes and final product

Support handbook

This qualification specification must be used alongside the support handbook where appropriate, which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook, such as information regarding moderation.

Entry guidance

This qualification is designed for learners aged 14 to 16 in schools and colleges, but is also accessible for post-16 learners.

It is a vocational qualification equivalent to GCSE grades 8.5 to 1.

There are no specific prior skills/knowledge a learner must have for this qualification.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Centres are responsible for ensuring that all learners are capable of achieving the aims and objectives of the qualification and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded this qualification, learners are required to successfully demonstrate the knowledge and skills to meet the requirements of all content areas of this qualification.

The awarding of this qualification is compensatory. Learners must obtain enough marks to achieve a minimum of a level 1 pass to achieve the overall qualification. Marks can be obtained from the NEA and/or the externally set EA.

Qualification title		NCFE Level 1/2 Technical Award in Interactive Media
Qualification number (QN)		603/7005/1
Level		Combined level 1/2
Guided learning hours (GLH) (Total GLH has been rounded up to the nearest hour)		141
GLH breakdown		• 120 hours delivery • 1 hour 30 minutes examined assessment (EA) • 17 hours non-exam assessment (NEA), plus 2 hours preparation and research time
Non-exam assessment (NEA)	Weighting (60%)	Externally-set, internally marked and externally moderated: • synoptic project
Examined assessment (EA)	Weighting (40%)	Externally-set and externally marked: • written exam
Total	100%	Overall qualification grades: L1P, L1M, L1D, L2P, L2M, L2D, L2D*

Please refer to the content area summaries in section 2 for further information.

Progression

Depending on the grade the learner achieves in this qualification, they could progress to level 2 and level 3 qualifications and/or GCSE/A Levels.

Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:

• GCSE Media Studies
• diploma in creative media
• study at level 2 in a range of technical routes that have been designed for progression to employment, apprenticeships and further study, examples might include level 2 technical certificates in:
  o interactive media
  o art and design
  o creative craft
  o graphic design

- o   creative studies: interactive media
- o   computer games development/design

Technical certificate qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study.

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- NCFE Level 3 Applied General Certificate in Art and Design (601/8898/4)
- NCFE Level 3 Certificate in Creative Craft (603/3253/0)
- level 3 in interactive media
- level 3 in media studies
- other level 3 qualifications (including Advanced GCSE) in creative and media-related subjects
- A Level Media Studies

Learners could also progress into employment or onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship in the interactive media sector through a variety of occupations.

Staffing requirements

There are no additional staffing requirements for this qualification. Please see the staffing requirements section in the support handbook.

Resource requirements

The resources required to deliver this qualification are as follows:

- learner computers
- image/video capture hardware
- audio recording hardware
- image manipulation software
- video manipulation software
- audio manipulation software
- website design software

Centres must ensure learners have access to suitable resources to enable them to cover all content areas.

Real work environment requirement/recommendation

This is a knowledge-only qualification. Experience in the real work environment is not required.

Work/industry placement experience

This is a knowledge-only qualification. Work/industry placement experience is not required.

Purpose statement

Who is this qualification for?

The Level 1/2 Technical Award in Interactive Media is designed for learners who want an introduction to interactive media that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the interactive media sector or progress onto further study.

The Level 1/2 Technical Award in Interactive Media complements GCSE qualifications. It is aimed at 14 to 16-year-olds studying key stage 4 (KS4) curriculum who are interested in the interactive media industry sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at level 1 pass, merit, distinction and level 2 pass, merit, distinction and distinction* (equivalent to GCSE grades 8.5 to 1). More information on grading can be found in section 2 of this qualification specification.

This qualification focuses on an applied study of interactive media and learners will gain a broad knowledge and understanding 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 that is concrete and directly related to those experiences.

It is distinct from similar GCSE subjects such as graphic design or digital technologies as it takes a vocational approach and encourages the learner to use knowledge and practical skills while focusing on preparing learners for the work environment.

The study of interactive media involves understanding fundamental components of interactive media products and their applications. This leads to the development and application of real-world knowledge and skills, of interpreting client briefs and planning, developing, reviewing and presenting an interactive media product.

This level 1/2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in interactive media and apply that knowledge through a project.

What will the learner study as part of this qualification?

This qualification will promote the learner's understanding of:

- the different types of interactive media products and their features
- the audiences of interactive media products
- the software and hardware options for interactive media products
- interactive media product planning and proposals
- the development processes of an interactive media product
- promoting and presenting interactive media products
- reviewing the production processes and final product

What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?

Learners will develop the following knowledge and skills which will inform future training and work in the interactive media sector:

- using a range of digital technology
- creating and presenting an interactive media product using appropriate technical skills
- developing their own ideas
- evaluating their own work
- skills that are essential for the modern workplace, such as: team working, presentation skills, independent working, working to deadlines and efficient use of resources
- an ability to reflect upon their preferred learning style and identify relevant study skills

Learners will develop the following skills that will inform future training and work in the interactive media sector:

- decision making
- observation
- resourcefulness
- problem solving
- planning
- evaluation
- reflection
- interpersonal skills
- professional behaviours
- respect and appreciation of others
- an ability to reflect upon their preferred learning style and identify relevant study skills

Successful completion of this qualification will enable learners to progress to level 2 or 3 qualifications in related subjects.

The knowledge and skills gained will provide a secure foundation for learners to progress into career opportunities in the interactive media sector and provide a valuable platform for further study.

Which subjects will complement this qualification?

The following subject areas will complement this qualification:

- art and design
- design technology
- digital technology
- ICT
- English
- mathematics

This list is not exhaustive, and a range of other subject areas may also be appropriate.

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 qualification has **2** assessments externally set by NCFE: **one** NEA and **one** written EA. Only one attempt at each assessment is permitted.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Non-exam assessment (NEA)	
Assessment method	**Description**
NEA Externally set Internally marked and externally moderated	60% of the technical award 120 marks The completion time for the NEA is 17 hours, plus 2 hours preparation and research time. The NEA will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The NEA will target assessment objectives (AOs): AO1, AO2, AO3, AO4 and AO5.
NEA availability	The learner should not undertake the NEA until all content areas have been delivered. This is to ensure learners are in a position to complete the NEA successfully. A different NEA brief will be released during the first term of each academic year.

Non-exam assessment (NEA)

NEA encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas.

NEA enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across all content areas that are being assessed.

The NEA is internally assessed work and should be completed by the learner in accordance with the qualification specification. Information on delivery guidance and assessment hours for the internal assessment will be available in the NEA brief. To support with this, we have also created a sample NEA brief, which is available on the qualification page under support materials. 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.

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 NEA will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

Prior to commencing the formal NEA time learners should be allocated 2 hours of preparation and research time. This 2-hour time period is entirely open book where learners can access their teaching and learning materials, text books, internet and other published materials. From this they should develop a research support pack which can be used as their source of information when completing the NEA. For more information on the 2 hours of preparation and research time please see the tutor guidance.

The internally assessed NEA component is based on coverage of the qualification content areas, which are assessed holistically against descriptors to achieve a grade.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks that demonstrates achievement of all content areas. The assessment tasks should allow the learner to respond to a real-life situation that they may face when in employment. On completion learners must declare that the work produced is their own and the assessor must countersign this. Examples of suitable evidence for the portfolio are provided in section 2.

Examined assessment (EA)	
Assessment method	**Description**
EA Externally set Written examination Externally marked	40% of the technical award Written examination: • 80 marks • 1 hour 30 minutes • a mixture of multiple-choice, short-answer and extended-response questions The written EA is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target the following AOs: AO1, AO2 and AO3.
EA availability	The examination date is expected to take place in May/June every year Please refer to the external assessment timetable available on the NCFE website.

Examined assessment (EA)

EAs are set and marked by NCFE. The assessment assesses learners' knowledge and understanding of the content areas of this qualification. Centres must not assess, internally quality assure or otherwise

access or review any EA materials or learner responses at any time and must adhere to the required exam regulations at all times.

The EA is on a set date and time (invigilated). NCFE specifies the date and time that the examined assessment must be administered at the centre and also publishes in advance the dates on which examined assessment results will be released.

A variety of assessment questions will be used, including multiple-choice, short-answer and extended-response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge. Questions will be written in plain English and in a way that is supportive and accessible to learners of all abilities.

As far as possible, real-world case studies and contexts that are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing-out of a wide range of knowledge and skills developed throughout their learning.

All questions will have available marks clearly identified. The EA will be carefully constructed following a rigorous quality control process to ensure that the assessment is valid.
The EA material will be sent out in time for the start of the assessment. Assessment materials must be kept secure at all times in line with the requirement of the regulations for the conduct of external assessment.

You must return all EA materials and partially or fully completed learner work to NCFE within one working day of the EA taking place or the final timetabled supervised/invigilated session.

Rationale for synoptic assessment

Synoptic assessment encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across content areas.

Synoptic assessment enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across a range of content areas that are being assessed.

Enquiries about results

All enquiries relating to learners' results must be submitted in line with our enquiries and appeals about results and assessment decisions policy, which is available on the policies & documents page on the NCFE website.

External assessment conditions

For more information on external assessment conditions and conducting external assessments, please see the regulations for the conduct of external assessments and qualification specific instructions for delivery on the policies & documents page on the NCFE website.

There is one assessment window during the year. Please refer to the external assessment timetable on the NCFE website for the specific date.

Assessment windows

For assessments sat in windows, the centre must enter learners to the specified window. This will be either a set date and time assessment or a window in which the assessment will be completed.

For qualifications with 'entry on registration', the centre will choose the assessment window at the point of registering the learner. The last date that we will accept learner work for a specified assessment window is by that assessment window's cut-off date.

Please note: the 'cut-off date' is the last day that returned scripts will be accepted for the specified assessment window.

On completing their work at the end of the assessment window, learners must sign the assessment declaration to authenticate the work produced as their own. Centres must ensure that all assessments are submitted for marking in accordance with the assessment windows.

Scheme of assessment

The following table summarises the qualification's scheme of assessment.

Assessments	Assessment time	% weighting	Raw marks	Scaling factor	Scaled marks*	Assessment conditions	Marking
NEA	17 hours (plus 2 hours preparation and research time)	60%	120	1.000	120	Supervised	Internal, with external moderation
EA	1 hour 30 minutes	40%	80	1.000	80	Invigilated	External
Assessment total	**18 hours 30 minutes** (plus 2 hours preparation and research time)	**100%**			200		

Assessment objectives (AOs)

The assessment of our technical awards is mapped against assessment objectives (AOs). These AOs provide a consistent framework for learners and are applied synoptically, allowing learners to show their knowledge, understanding and skills from across the full breadth and depth of the qualification.

The AOs that will be assessed against the content in our technical awards are:

AO1	**Recall knowledge and show understanding** The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	**Apply knowledge and understanding** The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	**Analyse and evaluate knowledge and understanding** The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.
AO4	**Demonstrate and apply relevant technical skills, techniques and processes** The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector by applying the appropriate processes, tools and techniques.
AO5	**Analyse and evaluate the demonstration of relevant technical skills, techniques and processes** The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector.

Assessment objective (AO) weightings

The table below shows the approximate weightings for each of the AOs in the technical award assessments.

AOs	Non-exam assessment (NEA) (%)	Examined assessment (EA) (%)	Overall weighting (%)
AO1	16.67%	40–45%	26–28%
AO2	26.67%	35–40%	30–32%
AO3	10%	20–25%	14–16%
AO4	33.33%	N/A	20%
AO5	13.33%	N/A	8%
Overall weighting of assessments	**60%**	**40%**	**100%**

The purpose of the qualification means that it is necessary to assess understanding through 2 means of assessment, an internal NEA and an external EA. The variance in assessment methods used allows for a range of knowledge, understanding and skills to be assessed using the most fit for purpose method.

Non-exam assessment (NEA)

Refer to the mark scheme for the current NEA where you will find the information required to mark the NEA tasks and their descriptors.

Centres will mark the NEA, and this will then be submitted to NCFE for moderation.

Examined assessment (EA)

The EA will be submitted to NCFE for marking to calculate the overall grades for learners.

Moderation

Moderation occurs before results are issued and helps us to ensure assessment judgements made by centres are in line with NCFE's guidelines and are reliable across centres. During moderation the moderator will re-assess a sample of learners' non-exam assessments (NEA) marked by assessors within the centre.

Moderators will look at a subsample of learner work (either remotely or through a visit). The sample size will be selected using JCQ sampling guidelines and include assessments from across a range of centre marks, which include a learner with the highest centre mark and a learner with the lowest non-zero centre-mark. Where an assessment has been carried out by more than one assessor, all assessors will be included in the sample, where possible.

Overall grading descriptors

To achieve a level 2 distinction learners will be able to:

• recall and apply highly relevant knowledge and understanding in a highly comprehensive manner regarding interactive media processes, procedures, techniques and factors that influence the development of interactive media products
• analyse and evaluate to make excellent, reasoned judgements and reach well-supported conclusions regarding the application of processes, procedures and techniques used in realising interactive media product
• effectively demonstrate highly relevant vocational skills, processes, working practices and documentation relevant to the sector when assessing holistic development against milestones, using the planning cycle and when planning highly relevant and effective processes, procedures and techniques and creating and completing processes and procedures
• analyse and evaluate their own demonstration of highly relevant vocational skills, processes, working practices and documentation relevant to the sector when reflecting on the effectiveness of processes, procedures and techniques that have been used in realising interactive media product in an excellent and highly comprehensive manner

To achieve a level 2 pass learners will be able to:

• recall and apply mostly relevant knowledge and understanding in a mostly detailed manner regarding interactive media processes, procedures, techniques and factors that influence the development of interactive media products
• analyse and evaluate to make mostly reasoned judgements and reach coherent conclusions regarding the application of processes, procedures and techniques used in realising interactive media product

- effectively demonstrate mostly relevant vocational skills, processes, working practices and documentation relevant to the sector, when assessing holistic development against milestones, using the planning cycle and when planning mostly relevant and effective processes, procedures and techniques and creating and completing processes and procedures
- analyse and evaluate their own demonstration of mostly relevant vocational skills, processes, working practices and documentation relevant to the sector when reflecting on the effectiveness of processes, procedures and techniques that they have used in realising interactive media product in a mostly detailed manner

To achieve a level 1 pass learners will be able to:

- recall and apply some knowledge and understanding, in a reasonable manner that has some relevance and some detail of interactive media processes, procedures, techniques and factors that influence the development of interactive media products
- analyse and evaluate to make adequate judgements with some reasoning and reach straightforward conclusions regarding the application of processes, procedures and techniques used in realising interactive media product
- effectively demonstrate some vocational skills, processes, working practices and documentation relevant to the sector, when assessing holistic development against milestones, using the planning cycle and when planning reasonable relevant and effective processes, procedures and techniques and creating and completing processes and procedures
- analyse and evaluate their own demonstration of relevant vocational skills, processes, working practices and documentation, when reflecting on the effectiveness of processes, procedures and techniques that they have used in realising interactive media product in a reasonable, straightforward manner, with some detail

Grading information

The following grades are available for the qualification; level 1 pass, level 1 merit, level 1 distinction, level 2 pass, level 2 merit, level 2 distinction, level 2 distinction*.

The qualification is linear, meaning both assessments must be taken in the same assessment series and cannot be combined across different assessment series. After both assessments are complete, the marks for each assessment are combined to give a final mark for each learner. Where raw marks do not reflect the required weighting of the assessment, a scaling factor is applied to the raw mark prior to aggregation.

Scaling factors can be found in the table below:

Assessment	Maximum raw mark	Weighting	Scaling factor	Maximum scaled mark
NEA	120 marks	60%	1.000	120
EA	80 marks	40%	1.000	80
			Total	200

For each series, grade boundaries are set by NCFE using a variety of statistical and judgemental evidence. Each learner's overall grade is determined by comparing their combined final mark with the grade boundaries for that series.

Where a learner achieves insufficient marks across the 2 assessments in the series to achieve a level 1 pass they will be awarded an unclassified (U) result.

Section 2: teaching content and assessment guidance

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

Information in the teaching content section must be covered by the teacher during the delivery of the content areas and should be considered as mandatory teaching content.

The verb 'understand' encompasses both 'knowledge' and 'understanding' within the content areas of this qualification. Each content area will read 'the learner will understand'.

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each content area. The numbering system used refers to a content area, subject topic, and teaching content (for example, 1.1.1 refers to the content area (first number 1), the subject topic within that learning content (second number 1.1) and the teaching content within the subject topic (third number 1.1.1)). This will support signposting feedback and tracking.

Anything within the teaching guidance is advisory and optional and is intended to provide useful advice and guidance to support delivery of the teaching content.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all content areas are covered.

Whilst studying the qualification, learners should reflect on the importance of knowing and developing their preferred learning style. They should also be able to identify a range of individual study skills they can use in order to study effectively.

For further information or guidance about this qualification, please contact our customer support team.

Content areas

This qualification consists of 7 content areas.

Content area number	Content area title	Suggested GLH
Content area 1	Types of interactive media products and their features	20
Content area 2	Interactive media and the audience	10
Content area 3	Software and hardware options for interactive media products	20
Content area 4	Product proposals and planning for interactive media products	20
Content area 5	Developing an interactive media product	30
Content area 6	Promotion and presentation of interactive media products	10
Content area 7	Review of production processes and final product	10

Content areas

Content areas

1. Types of interactive media products and their features
  1.1 Types of interactive media products in context
  1.2 Features of interactive media products
      1.2.1 Media assets
      1.1.2 Interactive features
  1.3 Health and safety
  1.4 Legal and ethical constraints

2. Interactive media and the audience
  2.1 Categorising audiences
  2.2 Audiences' uses of interactive media

3. 3. Software and hardware options for interactive media products
  3.1 Software
  3.2 Hardware and associated features
  3.3 Storage options and folder structures
  3.4 File types
  3.5 Compression
  3.6 Exporting options

4. Product proposals and planning for interactive media products
  4.1 Clients and proposals when developing an interactive media product
      4.1.1 Types of clients
      4.1.2 Client needs
      4.1.3 Interpreting the client brief
      4.1.4 Research and planning
      4.1.5 Content and function of a proposal when developing an interactive media product
      4.1.6 Presentation of a proposal when developing an interactive media product
      4.1.7 Response to client feedback
  4.2 Review of working processes and development of an interactive media product

5. Developing an interactive media product
  5.1 Assets
  5.2 Interactive media product

6. Promotion and presentation of interactive media products
  6.1 Presenting an interactive media product
      6.1.1 Purpose of presenting an interactive media
      6.1.2 Presenting interactive media work
      6.1.3 Types of presentation

7. Review of production processes and final product
  7.1 Processes
      7.1.1 Pre-production
      7.1.2 Production
      7.1.3 Post-production
  7.2 Summative evaluation

Teaching content

Information in this section must be covered by the teacher during the delivery of this qualification.

1.　Types of interactive media products and their features

1.1	Types of interactive media products in context
	The learner will understand the different types of interactive media products and their uses in different contexts: • education: 　○ types: 　　▪ website 　　▪ eLearning platform 　　▪ mobile app 　　▪ interactive kiosk 　　▪ interactive television 　　▪ interactive video 　　▪ augmented reality 　　▪ virtual reality 　○ uses: 　　▪ learning tool 　　▪ assessment tool 　　▪ communication 　　▪ information 　　▪ self-development • entertainment: 　○ types: 　　▪ website 　　▪ mobile app 　　▪ interactive kiosk 　　▪ interactive television 　　▪ interactive video 　　▪ augmented reality 　　▪ virtual reality 　○ uses: 　　▪ communication 　　▪ pleasure 　　▪ engagement: 　　　• active 　　　• passive • promotion: 　○ types: 　　▪ website 　　▪ mobile app 　　▪ interactive kiosk 　　▪ interactive television 　　▪ interactive video 　　▪ augmented reality 　　▪ virtual reality

	o uses: ▪ increase sales ▪ increase online presence ▪ product or brand awareness ▪ influence behaviour
1.2	**Features of interactive media products**
1.2.1	**Media assets**
	The learner will understand different types of media assets: • images • audio • video
1.2.2	**Interactive features**
	The learner will understand the different features of interactive media products: • website: o media assets o banners o navigation buttons o links o interaction buttons • mobile app: o media assets o menu bars o drop down menus o links o navigation buttons o interaction buttons o screen orientation o scrolling • interactive kiosk: o media assets o navigation buttons o scanning o language options • eLearning platforms o media assets o menu bars o interaction buttons o links o navigation buttons o language options • interactive television (demand services, broadcast/non-broadcast): o media assets o navigation o menu o payment options

	o controller interface
	• interactive video:
	     o buttons
	     o navigation
	     o interaction buttons
	• augmented reality:
	     o media assets
	     o menu
	     o graphics
	     o buttons
	     o body and head tracking
	• virtual reality:
	     o media assets
	     o menu
	     o graphics
	     o body and head tracking

1.3	**Health and safety**

	The learner will understand health and safety risk management in the media industry:
	
	• risk assessment:
	     o location
	     o personnel
	     o transportation
	     o equipment handling
	• workstations:
	     o display screen equipment (DSE)
	     o workstation assessment
	     o lighting
	     o breaks
	• electrical safety:
	     o portable appliance testing (PAT)

1.4	**Legal and ethical constraints**

	The learner will understand legal and ethical constraints in the media industry:
	
	• intellectual property and protection:
	     o automatic protection:
	          ▪ copyright
	          ▪ design right
	     o applied for protection:
	          ▪ trademarks
	          ▪ registered designs
	          ▪ patents
	• employment legislation:
	     o employees' rights
	     o contract of employment
	     o contractual terms and conditions
	     o non-disclosure agreements (NDAs)

	- public liability - equal opportunities - ethical constraints: - truth - accuracy - privacy - liability - trust - public interests - fairness - avoiding harm and offence

2. Interactive media and the audience

2.1	Categorising audiences

	The learner will understand approaches to categorising audiences:
	
	• demographics:
	  ○ age groups
	  ○ gender identity
	  ○ sex
	  ○ income
	  ○ ethnicity
	  ○ location
	  ○ disability
	  ○ sexual orientation
	  ○ family situation
	  ○ religion and beliefs
	  ○ pregnancy and maternity/paternity
	  ○ marital or civil partnership status
	• psychographics:
	  ○ interests
	  ○ lifestyles
	  ○ beliefs
	  ○ behaviours
	• profiling:
	  ○ primary audience
	  ○ secondary audience

2.2	Audience's uses of interactive media
	The learner will understand audience's uses of interactive media products: • source of information • entertainment • communication • personal profile • payments • navigation • purchases • selling • self-development

3. Software and hardware options for interactive media products

3.1	Software
	The learner will understand the software options for developing interactive media products, their uses and technical application: • authoring platforms (including cloud-based): o for websites o for mobile apps o for eLearning tools • image manipulation: o image editing software • audio manipulation: o use of digital audio workstation (DAW) o use of corrective and creative effects • video manipulation: o video editing software o animation software • motion capture
3.2	**Hardware and associated features**
	The learner will understand the hardware options for developing interactive media products, their uses and technical application: • scanners • cameras (digital and non-digital): o video o still o focus o auto focus o zoom o lens o viewfinder o tripods o orientation o shutter speed o resolution o flash o memory o storage types • audio: o audio interface o microphone: ▪ dynamic ▪ condenser o microphone stand • computer: o processor o motherboard

	○ storage ○ graphics card ○ random-access memory (RAM) ○ sound card - graphics tablet - controllers: ○ musical instrument digital interface (MIDI) controller - cable and connections: ○ universal serial bus (USB) ○ micro USB ○ high-definition multimedia interface (HDMI) ○ wireless ○ Bluetooth ○ external line return (XLR) ○ ethernet cables ○ headphone/audio jack
3.3	**Storage options and folder structures**
	The learner will understand storage options and folder structures for assets and interactive media projects: - external: ○ cloud-based storage ○ commercial servers ○ USB solid state drive (SSD) ○ USB optical - internal: ○ SSD ○ optical ○ magnetic - project folder - sub folders: ○ files
3.4	**File types**
	The learner will understand size, quality and compatibility of media asset file types: - video: ○ MP4 ○ M4A ○ AVI - audio: ○ WAV ○ AIFF ○ MP3 - image: ○ JPEG ○ TIFF ○ PNG

	o GIF
3.5	**Compression**

	The learner will understand compression requirements for media asset file types:
	
	• video:
	  o resolution
	  o aspect ratio
	  o compression applications
	  o optimising for different platforms, products and devices
	• audio:
	  o lossless/lossy
	  o quality
	  o mono/stereo
	  o compression applications
	  o optimising for different platforms, products and devices
	• image:
	  o raster/vectors
	  o resolution
	  o lossless/lossy
	  o compression applications
	  o optimising for different platforms, products and devices

3.6	**Exporting options**

	The learner will understand exporting options to control size, quality and compatibility of interactive media assets and projects:
	
	• video:
	  o H.264
	  o high definition (HD)
	• audio:
	  o uncompressed
	  o compressed
	• image:
	  o RAW
	  o pixels

4. Product proposals and planning for interactive media products

4.1	Clients and proposals when developing an interactive media product
4.1	The learner will understand different types of interactive media products in the context of meeting clients' needs: • website • eLearning platform • mobile app • interactive kiosk • interactive television • interactive video • augmented reality • virtual reality
4.1.1	Types of clients

	The learner will understand different types of clients when developing an interactive media product:
	
	• commercial:
	   ○ independent
	   ○ corporate
	• non-profit:
	   ○ charity
	   ○ public sector

4.1.2	Client needs
	The learner will understand the needs of different types of clients when developing an interactive media product: • increase sales • increase online presence • increase product or brand awareness • influence behaviour • education • enhance profile
4.1.3	Interpreting the client brief

	The learner will understand how to interpret different elements of the client brief:
	
	• product:
	   ○ content
	   ○ format
	• audience:
	   ○ categorisation
	• resources:
	   ○ hardware
	   ○ software

	• constraints:
	   ○ timescales
	   ○ budget
	   ○ resources
	   ○ copyright issues

4.1.4	**Research and planning**

	The learner will understand different research considerations and planning processes when responding to a client brief:
	
	• planning tools:
	   ○ flow chart
	   ○ strengths, weaknesses, opportunities, threats (SWOT)
	   ○ Gantt chart
	   ○ product navigation
	   ○ storyboard
	• research:
	   ○ target audience
	   ○ specific requirements of the brief
	   ○ comparable products
	• resources:
	   ○ software
	   ○ hardware
	• asset selection:
	   ○ stock media
	   ○ sound
	   ○ royalty free
	   ○ original creation
	• aesthetics:
	   ○ mood boards
	   ○ colour scheme
	   ○ typography
	   ○ interactive features
	   ○ layout designs
	• costings:
	   ○ time
	   ○ assets
	   ○ resources
	   ○ staff
	• health and safety
	• legal constraints:
	   ○ UK GDPR
	   ○ copyright
	   ○ intellectual property (IP)

4.1.5	**Content and function of a proposal when developing an interactive media product**
	The learner will understand the content and function of a proposal for developing an interactive media product: • content: 　○ expected timeline 　○ requirements of resources: 　　▪ hardware 　　▪ software 　　▪ personnel 　　▪ location 　　▪ licensing 　○ rationale of creative choices 　○ appeal to target audience 　○ health and safety 　○ costings 　○ type of interactive media product • function: 　○ agree product timeline 　○ communicate to the client the creative intentions of the product 　○ explain how the target audience will be engaged 　○ highlight required budget opportunity for client feedback
4.1.6	**Presentation of a proposal when developing an interactive media product**
	The learner will understand different ways of presenting a proposal: • written documents • verbal communication • audio visual response • pitch
4.1.7	**Response to client feedback**
	The learner will understand elements to consider when responding to client feedback: • communication skills • client review/approval: 　○ aesthetics 　○ technical elements 　○ creative elements 　○ budget • modification in response to client actions and comments
4.2	**Review of working processes and development of an interactive media product**
	The learner will understand reviewing processes in the development of an interactive media product: • initial ideas and planning • requirements of client brief

	• feedback from the client • feedback from the target audience • choice of assets • choice of hardware • choice of software • choice of personnel • availability of personnel • appropriateness of location • costs • creative elements of the design • testing of interactive functions

5. Developing an interactive media product

5.1	Assets

	The learner will understand the process stages used in the development of assets and their application:
	
	• pre-production:
	   o setting up audio hardware
	   o setting up visual hardware
	   o appropriate configuration of hardware
	   o appropriate configuration of software
	   o asset collection:
	      ▪ stock images
	      ▪ library audio
	• production:
	   o video capture
	   o audio capture
	   o image capture
	   o application of corrective editing and processing techniques:
	      ▪ video colour correction
	      ▪ audio enhancement
	      ▪ image colour and line correction
	   o application of creative editing and processing techniques
	• post-production:
	   o mastering
	   o rendering
	   o exporting

5.2	Interactive media product

	The learner will understand the process stages used in the development of an interactive media product:
	
	• pre-production:
	   o configuration of software
	   o importing assets
	• production:
	   o creation, arrangement and placement of assets
	   o creative choices
	• post-production:
	   o preview and testing
	   o review functionality
	   o review aesthetics
	   o exporting

6.   Promotion and presentation of interactive media products

6.1	Presenting an interactive media product
6.1.1	**Purpose of presenting an interactive media product to various types of audiences**
	The learner will understand the purpose of presenting media products to different types of audiences: • current client: o approval o update o review • potential client: o showcase portfolio o secure new work • colleagues: o review o support o testing • line management: o approval o progress report o appraisal
6.1.2	**Presenting interactive media work**
	The learner will understand different ways to present interactive media work: • digital portfolio • showreel • online presence: o websites o blogs o social media o video sharing platforms • promotional video • viral marketing • interactive showcase
6.1.3	**Types of presentation**
	The learner will understand the types of presentation for interactive media work: • interactive presentation • remote presentation: o client-led o creator-led

7. Review of production processes and final interactive media product

7.1	Processes
7.1.1	**Pre-production**
	The learner will understand processes for pre-production review: • appropriateness of assets • viability of timeline • communication with client • effectiveness of proposal
7.1.2	**Production**

	The learner will understand processes for a production review:
	
	• application of production techniques
	• application of editing techniques
	• suitability of creative choices:
	    o mood boards
	    o colour scheme
	    o typography
	    o assets
	    o interactive features

7.1.3	**Post-production**

	The learner will understand processes for review during the post-production stage, effective testing and adaptation of an interactive media product:
	
	• exporting options of an interactive media product
	• review of an interactive media product against the requirement of the brief:
	    o client need
	    o target audience

7.2	**Summative evaluation**

	The learner will understand elements for consideration in summative evaluation of an interactive media product:
	
	• meeting the needs of the brief:
	    o functionality of product
	    o accessibility for the target audience
	    o aesthetics
	    o usability
	    o technical requirements of realising an interactive media product

Teaching guidance

In this section we provide useful advice and guidance to support the delivery of the teaching content.

Website links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the additional information and teaching materials sections on the qualification page on the NCFE website.

1. Teaching guidance – types of interactive media products and their features

The following are examples of teaching and learning activities that teachers could use when delivering the content areas of the qualification. These are suggested activities only and are not intended to provide a definitive coverage of the full guided learning hours of the qualification. In addition, teachers should use these examples to guide their own ideas for delivery and that best suit the learners' needs. Sections of content have been designed to be delivered using a range of theory, practical activities and workshops that also allow for the development of transferrable skills. It is recommended that teachers undertake an observation and facilitation role after all content has been delivered and learners can work independently to develop skills in all of these areas.
 	
It is recommended that the elements of this content area are delivered together at the start of the programme:
 	
• types of interactive media products in context
• features of interactive media products:
    o media assets
    o interactive features
• health and safety
• legal and ethical constraints
 	
It is also recommended that this section is delivered separately to other sections, or alongside section 2, as this section focuses on learners being introduced to the fundamentals of interactive media products and features. Post-content delivery: this element allows learners to undertake independent research regarding a range of interactive media products across disciplines.
 	
Content could be formatively assessed using one or more internal assessment tasks or a mock assignment in preparation for the non-exam assessment.
 	
Learners could be given the opportunity to explore a range of interactive media products that are used in different ways (for example, for education, entertainment or promotional purposes).
 	
Teachers should ensure they provide learners with examples of at least one product in each of the following areas:
 	
• website
• mobile app
• interactive kiosk (a terminal that provides access to information and applications, (for example, commerce, entertainment or education)
• interactive content platforms (to build digital content and experiences without any coding)
• augmented reality and virtual reality

1. Teaching guidance – types of interactive media products and their features

Where a product is not available to actually use, a visual representative should be made available for discussion and review. Learners should be encouraged to use correct subject terminology throughout the exploration process.

Learners should be given the opportunity to use and test interactive products as part of their exploration and gain an understanding of how they function, including their features. They could also note down and research the different features of each interactive media product they are given access to.

By considering a range of products, learners should be able to see the common features between products and their uses. The products the learners are exposed to should also allow them to explore products aimed at different audiences, for example young children, adults and professionals. This would allow the learners to be able to see how different products are tailored to different audiences depending on their needs.

Media assets

As part of the practical exploration using different products, learners should be taught to identify and know about the different types of media assets:

- images such as: graphics, animations, maps, photographs
- audio (speech), sound effects, music
- video

These identifications should be referred to in learners' evidence of exploration. It is important to note that even though learners may not be required to always create their own assets in this qualification, they must know about them. This will help the learner to safely acquire assets and prepare them for use in their own work. Learners should be encouraged to use correct subject terminology throughout the exploration process.

Health and safety (safe working practices)

Learners should also be given the opportunity to explore a range of specific health and safety aspects that are considered when developing interactive media products, inclusive of:

- undertaking risk assessments
- preparing a safe workstation including seating and clear and unobstructed spaces
- working safely including position of screen and keyboard, breaks and changes of activity
- electrical safety

Teachers could provide learners with health and safety templates, however, all content placed into templates should be the learners' own. It is recommended that this content area is also delivered alongside any practical tasks as this will ensure risk management and health and safety requirements are purposefully understood when learners are working in design production disciplines. This should include all content areas, inclusive of personal protective equipment (PPE) at work. Learners could also learn from guest speakers regarding the different processes and techniques that are followed whilst creating an interactive media product.

1. Teaching guidance – types of interactive media products and their features

Legal and ethical constraints

Learners should also be given the opportunity to explore the legal and ethical constraints that are considered when developing interactive media products, inclusive of intellectual property (IP) and protection, employment legislation and ethical constraints. Where possible these should be made apparent to learners whilst they are exploring products, so these have a linked purpose. For example, when reviewing content of a product or where images have been sourced from.

Learners could also learn from guest speakers regarding the different types of products, features, assets, health and safety processes and legal and ethical constraints that are followed whilst creating an interactive media product.

Guest speakers may include:

- web developers
- games developers
- video producers
- animators
- digital copywriters

Useful websites:

- www.simplicable.com/new/interactive-media
- www.mediacityuk.co.uk/
- www.allbusiness.com/10-innovative-uses-interactive-media-14679-1.html

2.   Teaching guidance – interactive media and the audience

It is recommended that the elements of this content area are delivered together at the start of the programme:

- categorising audiences
- audience's uses of interactive media

It is also recommended that this section is delivered separately or alongside section 1 as understanding the media audience is a fundamental aspect when using existing interactive media products. As with section 1, post-content delivery, this element allows learners to undertake independent research regarding a range of interactive media products across disciplines.

Content could be formatively assessed using one or more internal assessment tasks or a mock assignment in preparation for the non-exam assessment (NEA).

Categorising audiences and uses of interactive media products

This content could be delivered alongside, or to follow on from, section 1: types of interactive media products and their features. Delivery will need to cover the 3 different elements of categorising audiences: demographics, psychographics and profiling.

Teachers could introduce the content area by explaining to learners' different examples of a wide range of audience categories and use illustrated examples to show how interactive media products have been created to target these audiences. This should also include discussion on how the features within the products are targeted at a specific audience (such as a website that is used to sell products to teenagers, or an interactive game that is used to educate primary school children).

Teachers should ensure they provide learners with examples of at least one product in the following areas: website, mobile app, interactive kiosk, interactive content platforms, augmented reality, and virtual reality. Where a product is not available to actually use, a visual representative should be made available for discussion and review. Note, that the same examples used in section 1 can also be used here, as long as there is a focus on the audience rather than exploring the features. Learners should be encouraged to use correct subject terminology throughout the exploration process.

Learners could then work in groups to discuss a practical scenario for a new product based on specific audiences. Scenarios should be set by the teacher and cover all 3 categories: demographics, psychographics and profiling. One member of each group could present their findings to the class, this should be teacher-led and ensure the correct responses are revealed with justifications.

Useful websites:

- www.culturehive.co.uk/resources/how-to-use-social-and-digital-media-to-reach-and-engage-with-audiences/
- www.onaudience.com/resources/understanding-target-audience-definition-and-types/

3. Teaching guidance – software and hardware options for interactive media products

It is recommended that the elements of this content area are delivered together early in the programme and after sections 1 and 2:

- software
- hardware and associated features
- storage options and folder structures
- file types
- compression
- exporting options

This section is aimed to be practical and therefore, could work well after more theory-based content in sections 1 and 2 to keep learners engaged. As with sections 1 and 2, and post-content delivery, this element allows learners to undertake independent work accessing a range of hardware and software to practise creating assets and authoring media products and/or parts of products. Content could be formatively assessed using one or more internal assessment tasks or a mock assignment in preparation for the NEA.

Software and hardware

Learners should be given the opportunity to experiment with a range of software packages to gain an understanding of those that can be used in the development of an interactive media product. When considering the software packages learners may use, it is worth exploring the packages that are used in the creative industries or in specific related professions. Evidence of experimentation should include:

- authoring platforms (including cloud-based)
- image manipulation (editing software)
- audio manipulation
- video manipulation (editing software, animation)
- motion capture (movement of objects, people, animals including animation)

Learners should also be given the opportunity to experiment with a range of hardware to gain an understanding of how these can be used in the development of an interactive media product. When considering the hardware learners may use, it is worth exploring what hardware and peripherals are used in creative industries or in specific related professions. Evidence of experimentation should include:

- scanners
- cameras (digital and non-digital)
- audio
- computer
- graphics tablet
- controllers (such as a MIDI controller, mouse, joystick)
- cables and connections

It is important that learners are given the opportunity to explore different hardware and software packages that can be used when developing an interactive media product. Learners can create practical evidence of their development, but it should be highlighted that development processes

3. Teaching guidance – software and hardware options for interactive media products

should be evidenced. This could be using a development tracker, where the learners reflect on the development they have completed and suggest changes from their original designs or the next steps that can be taken in the development process.

Storage options, folder structures and file types

It is important to stress that suitable file types, folder structures and storage options should be used. This need not be separate evidence but naturally occurring via the experimentation of software and hardware. Some theory content may need to be provided to help inform the learner about how different file types are suitable for different tasks and assets.

Compression and exporting options

Learners should also provide evidence of their understanding of compression and exporting options when finalising an interactive media product. At this stage learners are not required to create a whole or final product, but this experimentation stage should allow for these options to be explored, practised and tested.

Guest speakers may include:

- photographers
- web developers/digital content creators
- animators

Useful websites:

- www.digitalartsonline.co.uk/guides/creative-hardware/
- www.skillshare.com (software tutorials)
- www.adobe.com/uk/ (software tutorials)

4.   Teaching guidance – product proposals and planning for interactive media products

A proposal is a document that provides all the information for the person who has written the client brief (for example, a description of the tasks you will do and the activities aimed at solving the problem, such as how the project will be carried out).

A client brief is document that helps guide the project. It is worth noting that this brief is also known in industry as the design brief, which is a document that covers the design of the work/job, developed by a person or team in consultation with the client/customer.

It is recommended that the elements of this content area are delivered together after sections 1, 2 and 3 to ensure learners have sufficient understanding of the fundamentals of interactive media design and using software and hardware. The learner will consider interactive media products in the context of meeting clients' needs and in response to a client brief and in particular:

- types of clients
- client needs
- interpreting the client brief
- research and planning
- content and function of a proposal
- presentation of a proposal
- response to client feedback
- review of working processes and product development

At this stage it would also be useful for learners to be working within their chosen discipline to respond to a given client brief effectively. This section links well with section 5 (development), section 6 (present) and section 7 (review). A project approach for delivery is also recommended, therefore, sections 4, 5, 6 and 7 should use the same vocational scenario and client brief. Content could be formatively assessed using one or more internal assessment tasks or a mock assignment in preparation for the non-exam assessment.

Types of clients and client needs

This content area will ensure learners understand the importance of working in response to client brief requirements. The full range of types of client briefs (commercial and non-profit) will need to be covered. Note that some briefs may cover more than one type, for example an online competition, and this is acceptable as long as learners are aware that these 2 types may also be presented separately by a client or company. Teachers could introduce the content area by showing learners different examples of client briefs and asking learners to identify the needs of the client (such as, what does the client want to gain?).

Interpreting the client brief

This content could be delivered alongside, or follow on from, client needs and types of clients. Delivery will need to cover the different elements of a client brief, how to interpret key information, and understand the different types of client and client needs (including constraints). Teachers could introduce the content area by showing learners different examples of client briefs for different disciplines and request they extract key information such as the type of client, purpose, theme, comparable products, target audience, contextual factors and copyright issues.

4. Teaching guidance – product proposals and planning for interactive media products

Learners could then be presented with a client brief that they will work on for this section and sections 5 and 6. Learners should fully consider the constraints of the client brief and evaluate how they can respond appropriately in terms of skills, resources and time.

In order to create a proposal, learners need to understand what a proposal is.
To be able to write the proposal the learners have to understand what the client wants (how to interpret the client brief). This element then leads through to the following stages: research (methods and techniques) and planning.

Understanding what a proposal is at this point will help learners through the following elements.

Research (methods and techniques)

Learners could be introduced to different types of primary and secondary research.

Primary research is any type of research that a learner collects themselves (for example, own photography, own drawings from observation, looking at comparable products, face-to-face interviews, questionnaires, focus groups). Secondary research is information gathered or produced by someone else (such as photographs, videos, interactive media, written publications, designs).

Learners could be given different companies or products to research in groups or pairs using the most appropriate research methods and record their findings. They could present their findings to the class.

Planning

This content area will ensure learners understand the stages involved in the planning processes when responding to a client brief. Evidence of planning should include:

- planning tools (for example, flow chart, strengths, weaknesses, opportunities, threats (SWOT) analysis, Gantt chart, product navigation, storyboard)
- research (such as the target audience suggested by the brief, specific requirements of the brief, comparable products)
- resources (for example, software and hardware)
- asset selection (for example, stock media, sound, original creation such as own visuals)
- aesthetics (for example, mood boards, colour scheme, typography, layout designs)
- interactive features (for example, menus, buttons, animated assets)
- costings (for example, time, assets, resources, staff)
- health and safety (for example, risk assessments)
- legal constraints (for example, UK GDPR, copyright, intellectual property (IP))

Plans can be recorded as:

- mind maps
- first sketches
- experimentation
- drafts

4. Teaching guidance – product proposals and planning for interactive media products

All areas of content should be taught to learners; however, learners should select the most appropriate planning processes, production methods and techniques based on the discipline they are working in as well as the design solution presented.

Teachers could provide learners with planning and production templates, however, all content placed into templates must be the learners' own. The learner could be given the opportunity to explore a range of interactive media products, with a focus on the techniques used to create them. Learners could also be given examples of a range of processes, for example providing the learners with examples of storyboards and wireframes from which learners can then describe their use.

It is recommended that teachers undertake an observation and facilitation role after all content has been delivered and learners can work independently to develop skills in all of these areas.

Using the given brief, learners could be asked to create planning documentation based upon the brief. This links with their understanding of how to create a proposal.

It is important to note that the review of progress during the planning and production stages should be ongoing, this should not be an evaluation at the end of the project.

Creating a proposal: content and function

This content area will ensure learners understand how to produce design proposals and how these are created in response to a brief.

Teachers could introduce the content area by showing learners different examples of design proposals for different disciplines, and request learners respond to different scenarios with what they would need to include in a design proposal.

Learners could then identify common themes and topics that can be seen between them and highlight the key aspects that make successful proposal documents. This will provide the learners with the opportunity to gain a deeper understanding of the factors that are considered when creating their own proposal documentation.

Presentation of a proposal

This content area will ensure learners understand how design solutions can be presented in appropriate formats based on the discipline they are working in and how to include appropriate information in their chosen presentation.

A proposal could be presented as:

- a written document with relevant visuals
- a verbal presentation with illustrations
- a PowerPoint presentation
- a blog

Response to client feedback: communication skills

This content area will ensure learners understand the importance of communication skills and

4.   Teaching guidance – product proposals and planning for interactive media products

modification of a design solution in response to feedback which can be communicated in different ways.

Feedback should cover all aspects of the proposal (for example, content, visual appeal to target audience, type of interactive product, proposed costs). Learners should select the most appropriate communication skills that are required in response to the given brief and chosen discipline.
Modification in response to feedback

This content area will ensure learners understand how feedback can impact on the design process linked to the proposal and how this may lead to modifications of the design solutions.

Review of working processes and product development

Learners could complete a review of their proposal and choices made, focusing on their areas of strength and weakness. Learners would benefit from including how feedback has affected their proposal and the creative elements of the design. Learners should also be given the opportunity to complete a detailed review of their research, planning and presentation of the proposal documentation. They should be guided to reflect on how well their documentation meets the requirements and constraints of the brief.

Guest speakers may include:

- project managers
- client managers

Useful websites:

- www.marketing-partners.com/conversations2/understanding-the-creative-production-process
- www.gov.uk/design-right
- www.blog.designcrowd.co.uk/article/680/the-7-steps-of-a-professional-design-process

5.   Teaching guidance – developing an interactive media product

It is recommended that the content areas of this qualification are combined and delivered as a practical project. The previous client brief should be used as should the same design proposal solution that has been presented and modified in response to feedback in previous tasks.

All areas of content should be taught to learners; however, learners should select the most appropriate production methods and techniques based on the discipline they are working in as well as the design solution presented.

It is recommended that teachers undertake an observation and facilitation role after all content has been delivered and learners can work independently to develop skills in all of these areas. It is important to note that review of progress during the planning and production stages should be ongoing, this should not be an evaluation at the end of the project.

This content area will ensure that learners understand the stages involved in the design development process to bring the proposal to life. This should be a practical activity that allows learners to respond to the client brief used for the proposal, or a brief scenario provided by teachers as a practice. As an introduction, the latter could be worked through in small groups. If using a practice scenario, all of the planning activities detailed in section 4 should be explored.

Learners would benefit from being encouraged to include all of the following areas in the development of an interactive media product:

- design development:

    o   refinement of first sketches/wireframes
    o   refinement of experimentation
    o   financial considerations
    o   health and safety considerations
    o   final idea

Assets

Learners should be given the opportunity to create designs for the content and functionality of the product, as well as time to collate and collect assets that would be used. Learners could be allowed to develop their own assets or source from a range of sources. It is important that the use of sourcing and accurately referencing gathered sources is highlighted to the learner here. Learners should be encouraged to use a mixture of existing and original assets.

There could be an in-depth discussion and understanding about copyright and how this needs to be considered when gathering assets. The teacher could also lead a discussion/exploration of the reliability of sources. This may include asking the learner to evaluate the reliability of the assets they have previously gathered.

Final interactive media product

Learners should make sure that their final product is accessible in a suitable format and has used a sensible folder structure. As part of the creation process of their interactive media product, learners could use both iterative (testing parts step-by-step) and final testing to ensure its functionality.

5. Teaching guidance – developing an interactive media product

Learners should be encouraged to create testing plans that show evidence of problem solving and improvements being made. Learners may wish to involve testers from their peers in order to ensure that their product meets the original proposal for the client brief, and it works as expected. Learners may also wish to evidence their testing using both written or practical means, such as video recordings or screen captures.

Guest speakers may include:

- web developers
- games developers
- software developers
- photographers
- digital copywriters

Resources:

- image/video capture hardware
- audio recording hardware
- image manipulation software
- video manipulation software
- audio manipulation software
- website design software

Useful websites:

General:

- www.marketing-partners.com/conversations2/understanding-the-creative-production-process
- www.gov.uk/design-right
- www.blog.designcrowd.co.uk/article/680/the-7-steps-of-a-professional-design-process

Website design:

- www.websitebuilderexpert.com/website-builders/free/
- www.practicalecommerce.com/19-Free-Website-Design-Tools
- www.techradar.com/news/the-best-free-website-builder

eLearning platform:

- www.techradar.com/uk/best/best-online-learning-platforms
- www.elearningindustry.com/elearning-platforms-use-online-courses-10
- www.digiteum.com/tips-build-elearning-platform/

Mobile apps:

- www.buildfire.com/how-to-create-a-mobile-app/
- www.entrepreneur.com/article/231145
- www.appypie.com/how-to-create-an-app

5.   Teaching guidance – developing an interactive media product

Interactive kiosk:

- www.techradar.com/uk/best/best-interactive-kiosk-providers
- www.lamasatech.com/blog/5-types-of-kiosks-that-you-should-know-about/
- www.wirespring.com/pdf/intro_to_kiosks.pdf
- www.redyref.com/touch-screen-kiosk/

Interactive television:

- www.techopedia.com/definition/11699/interactive-television-itv
- www.tech-faq.com/interactive-tv.html

Interactive video:

- www.rockcontent.com/blog/interactive-video/
- www.spielcreative.com/blog/interactive-videos/
- www.vyond.com/resources/interactive-video-examples/

Augmented reality:

- www.interaction-design.org/literature/topics/augmented-reality
- www.immersiv.io/blog/what-is-augmented-reality-definition/
- www.pale.blue/2020/02/03/best-ar-devices-for-2020/

Virtual reality:

- www.uk.pcmag.com/virtual-reality/75926/the-best-vr-headsets
- www.virtualspeech.com/blog/vr-applications
- www.wired.com/story/wired-guide-to-virtual-reality/

Free resources:

- www.techradar.com/uk/news/the-best-free-audio-editor
- www.oberlo.co.uk/blog/best-free-video-editing-software
- www.wix.com/blog/photography/2019/04/11/best-free-photo-editing-software/
- www.techradar.com/uk/news/the-best-free-website-builder

6.   Teaching guidance – promotion and presentation of interactive media products

It is recommended that the elements of this content area are delivered together, following section 5 (develop and create the product) as this will allow learners to purposely present the product they have previously created:

- purpose of presenting an interactive media product to various types of audiences
- presenting interactive media work
- types of presentation

This section links well with section 7 (review the product). A project approach for delivery is also recommended, therefore sections 3, 4 and 5 should use the same vocational scenario and client brief. Content could be formatively assessed using one or more internal assessment tasks or a mock assignment in preparation for the non-exam assessment.

Purpose of presenting an interactive media product to various types of audiences

This could be over a series of teacher-led sessions to discuss different presentation purposes and methods across the range of disciplines. Physical and digital/online presentation methods should be included in the teaching and learning; however, learners should select the most appropriate method to practise themselves depending on the discipline they are working in and the product they have presented in the previous task.

Learners could be given a range of different scenarios and asked to explain the client needs. They could explore how different audiences require different information and promotional methods. Real examples of promotional methods could also provide context to learners when exploring the promotional methods of interactive media products. This may include visits to galleries, museums, cinemas, places of work or leisure complexes to explore the different methods.

A client-led presentation could be a client presenting their brief and its requirements.
A creator-led brief could be the creator (learner) pitching their project in response to a brief.

Presenting interactive media work (product promotion and self-promotion)

This should be an exciting content area delivered toward the end of the qualification when learners have experience and skills to be able to promote their work in interesting and creative ways. The teacher could lead a series of initial sessions to discuss good and diverse examples of how practitioners promote their work using physical and digital methods. Where possible, teachers could introduce guest speakers to show their work as examples. Learners should then be able to use current examples to inspire their own product promotion.

Guest speakers may include:

- web developer
- digital reporter
- video creator
- creative copywriter
- media content producer
- video editor
- digital designer

6. Teaching guidance – promotion and presentation of interactive media products
Useful websites: • www.lytho.com/creative-workflow/ • www.invisionapp.com (inside-design/how-to-present-design-work) • www.skillsyouneed.com (presentation-skills)

7.   Teaching guidance – review of production processes and final product

There are 4 elements to this section:

- pre-production
- production
- post-production
- summative evaluation

It is recommended that the elements of this content area are delivered together, following section 6 (present the product) as this will allow learners to purposely review the production process in section 4 and the final presented product in section 5.

A project approach for delivery is also recommended, therefore, sections 4, 5 and 6 should use the same vocational scenario and client brief leading to the project proposal. Content could be formatively assessed using one or more internal assessment tasks or a mock assignment in preparation for the non-exam assessment.

Ongoing review of the production processes

The review of the design and production process should be ongoing and recorded throughout the planning and production stages. Learners should be encouraged to do this via a project diary or progress journal. This could be a physical or digital record of progress and decisions made throughout the stages of the design and production processes. The ongoing review should feed into, and naturally inform, the summative review of the final media solution. Learners should have some formal teacher-led lessons to ensure all content areas are covered with illustrated examples.

Summative evaluation

The ongoing review should feed into, and naturally inform, the summative review of the final media solution.

The evaluation should consider how the interactive media product meets the needs of the brief:

- functionality of the product
- accessibility for the target audience
- aesthetics
- usability
- technical requirements of realising an interactive media product

Useful websites:

- www.earnest-agency.com/ideas-and-insight/how-to-review-creative/
- www.thebrand-stylist.com
- www.brainzooming.com/blog/strategic-questions-19-ideas-for-reviewing-creative-design-work/18396

Synoptic connections

Synoptic assessment requires learners to combine elements of their learning and show accumulated knowledge and understanding across the qualification content. It enables learners to evidence their capability to integrate and apply knowledge, understanding and skills gained with breadth and depth in context.

It is therefore essential when planning for teaching and throughout delivery that the interdependencies and links build across the content of the qualification and are highlighted and reinforced.

The qualification comprises 7 content areas. All content areas are mandatory and must be taught.

The teaching content does not have to be delivered in a linear way; the content areas are interdependent in knowledge, skills and concepts.

Teachers may take a synoptic approach across the qualification. This will enable learners to be able to apply theories and concepts from across the qualification specification in context to skills-based situations. Through combining content and developing holistic connections, learners will be able to demonstrate and evidence their full knowledge and understanding of the subject area and the interactive media sector.

Learners will have the opportunity to identify relevant study skills and reflect upon their preferred learning style throughout the qualification.

NCFE assessment strategy

Knowledge LOs:

- assessors will need to be both occupationally knowledgeable and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Competence/skills LOs:

- assessors will need to be both occupationally competent and qualified to make assessment decisions
- internal quality assurers will need to be both occupationally knowledgeable and qualified to make quality assurance decisions

Section 3: additional information

School accountability measures (performance points)

This technical award has been developed to meet the criteria set by the Department for Education (DfE) to be included in the key stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website (register.ofqual.gov.uk) for further information.

Discounting

If a learner is taking a GCSE and a technical award in the same year with the same discount code, such as a GCSE in Physical Education and an NCFE Level 1/2 Technical Award in Health and Fitness (603/7007/5), the first entry will count. For more information about discounting and discount codes, please refer to the performance tables guide on the NCFE website.

Discount codes for technical awards can be found on the NCFE website. We advise centres to refer to the discounting and early entry guidance document provided by the DfE. For more information on discounting, please contact the DfE directly.

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) 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.

Support materials

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- resource packs containing:
    - schemes of work
    - PowerPoint presentations
    - learner workbooks
- qualification factsheet

Other support materials

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your centre's safeguarding policy when developing or selecting delivery materials.

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