



Synoptic connections

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

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 mandatory content areas. All content is 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 interactive media sector.

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

Content area 1: Types of interactive media products and their features

Content area 1.1: Types of interactive media products in context

An understanding of the different types of interactive media products will support the learners to understand how interactive media products are used across a range of disciplines. Learners will review products across industry sectors including education, entertainment and promotion.

Learners will be able to apply knowledge and understanding of this investigation to the research, design and creation of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 1.1:

- 2.2 – Understanding types of interactive media products in context will help learners to investigate audiences uses of interactive media
- 4.1 – Learners will be able to identify the types of interactive media products to meet client needs
- 5.1 – Learners will apply their knowledge of types of interactive media products when exploring multimedia assets
- 5.2 – Learners will be able to apply their understanding of the different types of interactive media products when selecting a product to create
- 6.1 – In this section learners will investigate the purpose of presenting an interactive media product to various types of audiences

Content area 1.2: Features of interactive media products

An understanding of the different features of interactive media products will support the learners to understand how interactive media designers use assets and multimedia content to create products for a range of disciplines. Learners will review the full range of interactive features for websites, mobile applications, games, information kiosks, augmented reality, virtual reality and other relevant interactive platforms.

Learners will be able to apply this knowledge and understanding of these fundamental aspects to the research, design, and creation of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 1.2:

- 2.2 – Understanding the different features of interactive media products will help learners to investigate audiences uses of interactive media
- 3.1 – Learners will be able to apply their knowledge of interactive media features when exploring software
- 3.2 – Learners will be able to apply their knowledge of interactive media features when exploring hardware and associated features
- 4.1 – This section allows learners to review client needs, which will require knowledge of features of interactive media products to suit these needs
- 5.1 – Having an understanding of interactive media features will help learners to explore multimedia assets
- 5.2 – Learners will apply their knowledge of interactive media features when creating an interactive media product
- 6.1 – Learners will investigate the purpose of presenting an interactive media product to various types of audiences, which will require a deep understanding of the product's features

Content area 1.3: Health and safety

An understanding of the importance of working safely when creating interactive media products will support the learners to understand how Interactive Media Designers work safely, individually and collaboratively, in a range of environments across sectors. This is inclusive of working safely face-to-face and remote working, inclusive of undertaking health and safety risk assessments to ensure they are prepared for real work environments.

Learners will be able to apply this crucial knowledge and understanding to the research, design and creation of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 1.3:

- 3.1 – Learners will be able to apply their knowledge of health and safety to safely explore software
- 3.2 – Learners will apply their knowledge of health and safety to safely explore hardware and associated features
- 5.1 – Learners will apply their knowledge of health and safety to safely explore multimedia assets
- 5.2 – This section provides an understanding of health and safety risk management when creating interactive media products
- 6.1 – Learners will investigate the purpose of presenting an interactive media product to various types of audiences, applying their knowledge of safely presenting products
- 7.1 – This section will provide learners with the knowledge to advise their review of their own adherence to health and safety requirements
- 7.2 – This section will provide learners with the knowledge to advise their review of the adherence of their interactive media product to health and safety requirements

Content area 1.4: Legal and ethical constraints

An understanding of the importance of adhering to relevant legal and ethical constraints when creating interactive media products will support the learners to understand how Interactive Media Designers work lawfully, individually and collaboratively in range of environments across sectors. This is inclusive of intellectual property and protection, employment legislation and ethical constraints to ensure learners are prepared for real work environments.

Learners will be able to apply this crucial knowledge and understanding to the research, design and creation of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 1.4:

- 2.2 – Learners will understand the legal and ethical implications of audiences uses of interactive media
- 3.1 – Learners will be able to apply this knowledge in order to legally and ethically explore software
- 3.2 – Learners will be able to apply this knowledge in order to legally and ethically explore hardware and associated features
- 4.1 – Learners will understand whether client needs adhere to legal and ethical constraints
- 5.1 – Learners will be able to apply this knowledge in order to legal and ethically explore multimedia assets
- 5.2 – Learners will be able to create an interactive media product while adhering to legal and ethical constraints

- 6.1 – Learners will be able to adhere to legal and ethical constraints while investigating the purpose of presenting an interactive media product to various types of audiences
- 7.1 – Learners will be able to review their own ability to work within legal and ethical constraints
- 7.2 – Learners will be able to evaluate whether the creation of the product adheres legal and ethical constraints when evaluating the function, accessibility, and usability of the interactive media product

Content area 2: Interactive media and the audience

Content area 2.1: Categorising audiences

An understanding of the different audiences that interactive media products are created for will support the learners to understand how Interactive Media Designers use assets and content to target different audiences across a range of disciplines. Learners will explore the demographics, psychographics and profiling within their investigations across industry sectors including education, entertainment and promotion.

Learners will be able to apply the knowledge and understanding of this investigation to the research, design and creation of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 2.1:

- 2.2 – Learners will understand how different categories of audiences use interactive media differently
- 4.1 – Understanding audience categories will help learners to develop a deeper understanding of client needs and target audiences for interactive media products
- 5.1 – Learners will understand what appeals to different categories of audience when exploring which multimedia assets to use
- 5.2 – Learners will be able to create an interactive media product with a target audience category in mind
- 6.1 – Learners will be able to apply their knowledge of audience categories when investigating the purpose of presenting an interactive media product to various types of audiences

Content area 2.2: Audiences' uses of interactive media

An understanding of how different audiences use interactive media products will support the learner to understand the importance of the key aspects of effective user interaction. Aspects are inclusive of purpose of product, content, communication of information, navigation, security and user input. Learners will explore these aspects across industry sectors including education, entertainment and promotion.

Learners will be able to apply the knowledge and understanding of this investigation to the research, design and creation of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 2.2:

- 1.1 – Understanding types of interactive media products in context will help learners to investigate audiences uses of interactive media
- 1.2 – Understanding the different features of interactive media products will help learners to investigate audiences uses of interactive media
- 1.4 – Learners will understand the legal and ethical implications of audiences uses of interactive media
- 2.1 – Learners will understand how different categories of audiences use interactive media differently
- 3.1 – Learners will be able to explore software options to meet the requirements of audiences
- 3.2 – Learners will be able to explore hardware and associated features to meet different audience requirements
- 4.1 – Understanding audience categories will help learners to develop a deeper understanding of client needs and target audiences for interactive media products

- 4.2 – Learners will be able to review their target audience based on their knowledge of audiences uses of interactive media
- 5.1 – Learners will understand interactive media uses of the target audience when exploring which multimedia assets to use
- 5.2 – Learners will be able to create an interactive media product with a target audience use in mind
- 6.1 – Learners will be able to apply their knowledge of different audience uses of interactive media when investigating the purpose of presenting an interactive media product to various types of audiences
- 7.1 – Learners will be able to review how well they applied their understanding of audience uses of interactive media
- 7.2 – Learners will factor in the appropriateness of the final product in terms of the target audience

Content area 3: Software and hardware options for interactive media products

Content area 3.1: Software

An understanding of how the practical experimentation of different media software applications is used when developing interactive media assets and content will support the learners to understand how creators practise and experiment with techniques to create a final solution.

The full range of this content area, inclusive of authoring platforms, image manipulation, audio manipulation, video manipulation and motion capture, will ensure learners have a full understanding of the intensity of development work that creators undertake.

Learners will be able to apply their knowledge and understanding of this critical process to the research, design and production of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 3.1:

- 1.2 – Learners will be able to apply their knowledge of interactive media features when exploring software
- 1.3 – This section will equip learners with the knowledge needed to work within health and safety requirements when working with software
- 1.4 – Learners will understand how to work within legal and ethical constraints when working with software
- 2.2 – Learners will investigate audiences uses of interactive media and understand the software that meets these requirements
- 4.1 – Learners will review client needs and understand the software that meets these needs
- 5.1 – Learners will understand the role of software in developing multimedia assets
- 5.2 – Learners will be able to apply their understanding of software when creating an interactive media product

Content area 3.2: Hardware and associated features

An understanding of how the practical experimentation of different hardware and peripherals is used when developing interactive media assets and content will support the learners to understand how Creators practise and experiment with techniques to create a final solution. The full range of this content area, inclusive of using scanners, cameras, audio controllers, graphic tablets, cables and connections, will ensure learners have a full understanding of the intensity of development work that creators undertake.

Learners will be able to apply this knowledge and understanding of this critical process to the research, design and production of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 3.2:

- 1.2 – Learners will be able to apply their knowledge of interactive media features when exploring hardware and associated features
- 1.3 – Learners will be able to apply this knowledge to work within health and safety requirements when working with hardware
- 1.4 – Learners will be able to work within legal and ethical constraints when working with hardware

- 2.2 – In this section learners investigate audiences uses of interactive media and will understand how hardware meets these requirements
- 4.1 – Learners will understand how to review client needs and will understand the role of hardware in meeting these needs
- 5.1 – Learners will understand the role of hardware in exploring multimedia assets
- 5.2 – Learners will be able to apply their knowledge of hardware when creating an interactive media product

Content area 3.3: Storage options and folder structures

An understanding of how the different storage options are used when developing interactive media assets, content and final products will support the learners to understand how creators must be well organised and use appropriate folder structures and naming conventions when developing and creating a final solution. The full range of this content area, inclusive of internal, external and online storage methods, will ensure learners have a full understanding of the intensity of development work that creators undertake.

Learners will be able to apply knowledge and understanding of this critical process to the research, design and production of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 3.3:

- 5.1 – Learners will be able to apply their knowledge of storage options while exploring multimedia assets
- 5.2 – Learners will be able to properly organise and store content where learners create an interactive media product

Content area 3.4: File types

An understanding of how the different file types are used when developing interactive media assets, content and final products will support the learners to understand how creators must know and use appropriate file types and naming conventions when developing and creating a final solution. The full range of this content area, inclusive of video, audio, image and authoring file types, will ensure learners have a full understanding of the intensity of development work that creators undertake.

Learners will be able to apply knowledge and understanding of this critical process to the research, design and production of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 3.4:

- 5.1 – Learners will apply their knowledge of file types while exploring multimedia assets
- 5.2 – Learners will be able to identify and use the correct file type when creating an interactive media product

Content area 3.5: Compression

An understanding of how different compression options in different software applications are used when developing interactive media assets, content and final products will support the learners to understand how Creators must know and use appropriate compression options so that files are workable and compatible with the final platform. The full range of this content area, inclusive of video, audio, image and authoring file types, will ensure learners have a full understanding of the intensity of development work that creators undertake.

Learners will be able to apply knowledge and understanding of this critical process to the research, design and production of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 3.5:

- 5.1 – Learners will apply their knowledge of compression options while exploring multimedia assets
- 5.2 – Learners will be able to use the correct compression options while creating an interactive media product

Content area 3.6: Exporting options

An understanding of how the different exporting options in different software applications are used when developing interactive media assets, content and final products will support the learners to understand how creators must know and use appropriate exporting options so that files are compatible with the final platform. The full range of this content area, inclusive of video, audio, image and authoring file types, will ensure a full understanding of the intensity of development work that creators undertake.

Learners will be able to apply their knowledge and understanding of this critical process to the research, design, and production of their own interactive media products within their chosen discipline.

Content areas that link synoptically to 3.6:

- 5.1 – Learners will be able to apply their knowledge of exporting while exploring multimedia assets
- 5.2 – Learners will be able to use appropriate exporting options when creating an interactive media product

Content area 4: Product proposals and planning for interactive media products

Content area 4.1: Clients and proposals when developing an interactive media product

An understanding of the different types of interactive media clients will support the learners to understand how Designers and Creators work across the industry sectors and in what capacity. Commercial and non-profit clients should be explored to ensure learners have a full understanding of the diverse work that Interactive Media Designers and Creators undertake.

Learners will be able to apply knowledge and understanding of this fundamental aspect to the research, design and production of their own interactive media production within their chosen discipline.

Content areas that link synoptically to 4.1:

- 1.1 – Learners will be able to identify the types of interactive media products to meet client needs
- 1.2 – This section allows learners to review client needs, which will require knowledge of features of interactive media products to suit these needs
- 1.4 – Learners will understand whether client needs adhere to legal and ethical constraints
- 2.1 – Understanding audience categories will help learners to develop a deeper understanding of client needs and target audiences for interactive media products
- 2.2 – This section provides a basis for understanding potential client requirements by having learners investigate audiences uses of interactive media
- 3.1 – Learners will review client needs and understand the software that meets these needs
- 3.2 – Learners will understand how to review client needs and will understand the role of hardware in meeting these needs
- 5.1 – Learners will be able to link the appropriate multimedia assets to meet client requirements
- 5.2 – Learners will be able to create an interactive media product to meet client requirements
- 6.1 – Learners will use their knowledge of client requirements when investigating the purpose of presenting an interactive media product to various types of audiences
- 7.1 – Learners will be able to review how well they applied their understanding of client needs
- 7.2 – Learners will be able to evaluate to what extent the product meets the client needs

Content area 4.2: Review of working processes and development of an interactive media product

An understanding of the process of ongoing review of their own work will support learners to understand how Designers and Creators work to refine their ideas for the final design solution. The full range of review points such as client requirements, communication of ideas, appropriateness for target audience, potential problems and solutions, time management, testing, feedback and effective use of resources should be fully addressed to ensure learners have a full understanding of the continuous review process that Interactive Media Designers and Creators undertake.

Learners will be able to apply knowledge and understanding of this critical process to the research, design and production of their own interactive media production work within their chosen discipline.

Content areas that link synoptically to 4.2:

- 2.2 – Learners will be able to review their target audience based on their knowledge of audiences uses of interactive media
- 5.1 – Learners will be able to review their choice of multimedia assets

- 5.2 – Learners will understand how to appropriately and thoroughly review their process of creating an interactive media product

Content area 5: Developing an interactive media product

Content area 5.1: Assets

An understanding of how digital skills are used in the creation of assets will support the learners to understand how Creators work with their development work to create a final solution. This will include a range of software applications where applicable. The full range of this practical application/production stage, appropriate to the learners' chosen discipline(s), should be included to ensure learners have a full understanding of the intensity of production work that Interactive Media Creators undertake. Other aspects, such as using peripherals and software to create digital images, edit images and save and export files correctly, will also be included. This is inclusive of image, audio and video assets.

Learners will be able to apply knowledge and understanding of these important processes to the research, design and production of their own interactive media product within their chosen discipline.

Content areas that link synoptically to 5.1:

- 1.1 – Learners will apply their knowledge of types of interactive media products when exploring multimedia assets
- 1.2 – Having an understanding of interactive media features will help learners to explore multimedia assets
- 1.3 – Learners will understand how to work within health and safety requirements while working with assets
- 1.4 – Learners will understand how to work within legal and ethical constraints while working with assets
- 2.1 – Learners will understand what appeals to different categories of audience when exploring which multimedia assets to use
- 2.2 – An understanding of audiences uses of interactive media will provide a basis for the learners' choice of assets
- 3.1 – Learners will understand the role of software in developing multimedia assets
- 3.2 – Learners will understand the role of hardware in exploring multimedia assets
- 3.3 – Learners will be able to apply their knowledge of storage options while exploring multimedia assets
- 3.4 – Learners will apply their knowledge of file types while exploring multimedia assets
- 3.5 – Learners will apply their knowledge of compression options while exploring multimedia assets
- 3.6 – Learners will be able to apply their knowledge of exporting while exploring multimedia assets
- 4.1 – An understanding of client needs will provide a basis for the learners' choice of assets
- 4.2 – Learners will be able to review their choice of multimedia assets
- 6.1 – Learners will be able to apply their understanding of assets while presenting an interactive media product to various types of audiences

Content area 5.2: Interactive media product

An understanding of how a wide range of authoring skills used in the creation of an interactive media product will support the learner to understand how Creators engage with their development work to create a final solution. This will include a range of software applications where applicable. The full range of this practical application/production stage, appropriate to the learners' chosen discipline(s), should be included to ensure learners have a full understanding of the intensity of production work that

Interactive Media Creators undertake. This is inclusive of all stages of pre-production, production and post-production.

Learners will be able to apply this knowledge and understanding of these important processes to the research, design and production of their own interactive media product within their chosen discipline.

Content areas that link synoptically to 5.2:

- 1.1 – Learners will be able to apply their understanding of the different types of interactive media products when selecting a product to create
- 1.2 – Learners will apply their knowledge of interactive media features when creating an interactive media product
- 1.3 – Learners will be able to work within health and safety requirements while creating an interactive media product
- 1.4 – Learners will be able to work within legal and ethical constraints while creating their interactive media product
- 2.1 - Learners will be able to create an interactive media product with a target audience category in mind
- 2.2 – The learners' understanding of audiences uses of interactive media will directly impact their choice of interactive media product
- 3.1 – Learners will be able to apply their understanding of software when creating an interactive media product
- 3.2 – Learners will be able to apply their knowledge of hardware when creating an interactive media product
- 3.3 – Learners will be able to properly organise and store content where learners create an interactive media product
- 3.4 – Learners will be able to identify and use the correct file type when creating an interactive media product
- 3.5 – Learners will be able to use the correct compression options while creating an interactive media product
- 3.6 – Learners will be able to use appropriate exporting options when creating an interactive media product
- 4.1 – The learners will be creating their interactive media product to meet specific client needs
- 4.2 – Learners will understand how to appropriately and thoroughly review their process of creating an interactive media product
- 6.1 – Learners will be able to present an interactive media product to various types of audiences
- 7.1 – Learners will be able to understand the importance of continuous review in context with their interactive media product
- 7.2 – Learners will use their interactive media product to inform their summative evaluation

Content area 6: Promotion and presentation of interactive media products**Content area 6.1: Presenting an interactive media product**

An understanding of the purposes of effectively presenting design solutions to different types of audiences will support the learner to understand how this crucial stage is required to creatively communicate and showcase their design solution. Purposes include enhancing a design profile, showcasing works, attracting new clients and enhancing employment opportunities. Audiences include current customers, potential customers and peers. This is inclusive of appropriate methods of presentation for the chosen discipline.

Learners will be able to apply this knowledge and understanding of these skills to the research, design and production of their own products within their chosen discipline.

Content areas that link synoptically to 6.1:

- 1.1 – Learners will apply their knowledge of interactive media types when investigating the purpose of presenting an interactive media product to various types of audiences
- 1.2 – Learners will investigate the purpose of presenting an interactive media product to various types of audiences, which will require a deep understanding of the product's features
- 1.3 – Learners will be able to work within health and safety requirements when presenting their interactive media product
- 1.4 – Learners will be able to work within legal and ethical constraints when presenting
- 2.1 – Learners will be able to apply their knowledge of audience categories when investigating the purpose of presenting an interactive media product to various types of audiences
- 2.2 – Learners will apply their knowledge of audiences uses of interactive media when addressing different types of audience
- 4.1 – Knowledge of client needs will factor into the learners' presentation regarding how their interactive media product meets requirements
- 5.1 – Learners will be able to apply their understanding of assets while presenting an interactive media product to various types of audiences
- 5.2 – Learners will use their interactive media product during their presentation to different audiences

Content area 7: Review of production processes and final product

Content area 7.1: Processes

An understanding of the process of ongoing review of their own work will support learners to understand how Designers and Creators work to refine their ideas for the final design solution. The full range of review points such as client requirements, communication of ideas, appropriateness for target audience, potential problems and solutions, time management and effective use of resources should be fully addressed to ensure learners have a full understanding of the continuous review process that designers and creators undertake. This is inclusive of all stages of pre-production, production and postproduction.

Learners will be able to apply this knowledge and understanding of these skills to the research, design and production of their own products within their chosen discipline.

Content areas that link synoptically to 7.1:

- 1.3 – Learners will be able to review their own ability to work within health and safety requirements
- 1.4 – Learners will be able to review their own ability to work within legal and ethical constraints
- 2.2 – Learners will be able to review how well they applied their understanding of audiences uses of interactive media
- 4.1 – Learners will be able to review how well they applied their understanding of client needs
- 5.2 – Learners will be able to understand the importance of continuous review in context with their interactive media product

Content area 7.2: Summative evaluation

An understanding of the final evaluation process for their own work will support the learners to understand how Designers and Creators evaluate the success of the final design solution. Ongoing review across the stages of production should also feed into the summative evaluation. The full range of review points such as client requirements, functionality of product, usability, aesthetics, appropriateness for target audience and the success of the final product should be fully addressed to ensure learners have a full understanding of the final review process that designers and creators undertake. This often also includes the client where applicable.

Learners will be able to apply knowledge and understanding of these skills to the research, design and production of their own products within their chosen discipline.

Content areas that link synoptically to 7.2:

- 1.3 – Learners will be able to evaluate whether the creation of the product adheres to health and safety requirements when evaluating the technical requirements of realising an interactive media product
- 1.4 – Learners will be able to evaluate whether the creation of the product adheres to legal and ethical constraints when evaluating the function, accessibility and usability of the interactive media product
- 2.2 – Learners will factor in the appropriateness of the final product in terms of the target audience
- 4.1 – Learners will be able to evaluate to what extent the product meets the client needs
- 5.2 – Learners will use their interactive media product to inform their summative evaluation