



Qualification specification

NCFE Level 1 Certificate in Interactive Media
QN: 500/8053/2

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Summary of changes

This document summarises the changes to this qualification specification since the last version (Version 3.1 January 2020). Please check the NCFE website for the most recent version.

Version	Publication date	Summary of amendments
3.1	January 2020	Information regarding the wellbeing and safeguarding of learners added to Section 1.
3.2	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 1 Certificate in Interactive Media.

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

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Certificate in Interactive Media.

Things you need to know

Qualification number (QN)	500/8053/2
Aim reference	50080532
Total Qualification Time (TQT)	130
Guided learning hours (GLH):	90
Credit value	13
Level	1
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

The credit value is equal to the Total Qualification Time divided by ten, rounded to the nearest whole number.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 500/8053/2.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Qualification aims

This qualification aims to:

- enable learners to develop basic skills in the use of interactive media and the underpinning knowledge of interactive media processes
- provide a basis for progression to other areas of study and, enable learners to make more informed career choices.

Qualification objectives

The objectives of this qualification are to enable learners to:

- develop a basic understanding of health and safety relevant to interactive media
- use equipment and software competently and safely.

Achieving this qualification

To be awarded the NCFE Level 1 Certificate in Interactive Media, learners are required to successfully complete 4 mandatory units. Learners may wish to complete any of the additional units to gain extra credits; however, these units will not contribute to the overall qualification.

Mandatory units

Unit No	Unit title	Credit
Unit 01	Explore interactive media products and processes	3 credits
Unit 02	Understand and use computer systems in an interactive media design environment	3 credits
Unit 03	Explore ideas and create interactive media content	4 credits
Unit 04	Assemble interactive media products to produce final work	3 credits

Additional units

Unit No	Unit title	Credit
Unit 05	Job search skills	1 credit
Unit 06	Job application skills	1 credit
Unit 07	Presenting yourself for work	2 credits

The learning outcomes and assessment criteria for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the NCFE Level 1 Certificate in Interactive Media, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A partial certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

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

Entry guidance

This qualification is designed for learners who wish to obtain knowledge that underpins the processes and principles of interactive media.

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

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved a Level 1 qualification.

This qualification is for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Progression opportunities

Learners who achieve this qualification could progress to:

- NCFE Levels 2 and 3 Interactive Media
- NCFE Levels 2 and 3 Art and Design
- NCFE Levels 1, 2 and 3 Creative Craft qualifications
- NCFE Levels 1 and 2 Graphic Design
- NCFE Level 2 Creative Studies: Interactive Media
- NCFE Level 2 Computer Games Development/Design
- Creative Media Diploma

Barred units, equivalencies and exemptions

This qualification may contain barred units, equivalencies or exemptions. These will be identified in the summary for each unit.

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

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 <https://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.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and Internal Quality Assurance

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

Resource requirements

There are no specific resource requirements for this qualification and NCFE does not stipulate the software packages and equipment centres should use. However, centres must offer learners access to software packages and equipment appropriate to interactive media.

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL – you can devise your own evidence-tracking document instead.

Support for centres

There are a number of support documents available that you might find useful for delivery. These are available to download from the NCFE website or can be requested by the customer support team on 0191 239 8000 or email customersupport@ncfe.org.uk.

This qualification specification must be used alongside the mandatory support handbook 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.

Our customer support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification.

Customer Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can get more information by calling 0191 239 8000 or emailing customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers - including learners - who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

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

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Useful websites

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

- www.creativeskillset.org/ - The Sector Skills Council for Creative Media

Training and support

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

Learning Resources

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

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 institute's safeguarding policy when developing or selecting delivery materials.

Mapping to National Occupational Standards

National Occupational Standards (NOS) are owned by a Sector Skills Council (SSC) or Standard-Setting Body (SSB) and describe the skills, knowledge and understanding needed to undertake a particular task or job at different levels of competence.

The NCFE Level 1 Certificate in Interactive Media has been mapped against the relevant Skillset National Occupational standards in interactive media and computer games. More detailed mapping can be found against each unit in this qualification specification.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit summary provides an overview of each unit including:

- unit title and number
- unit summary
- guided learning hours
- credit value
- level
- whether a unit is mandatory or optional.

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

- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment)

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

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Research and Product Development team on 0191 239 8000.

Unit 01 Explore interactive media products and processes (D/600/8782)

Unit summary	In this unit learners will develop basic skills in response to a given design brief and will explore the scope of interactive media, a range of products and software packages. Health and safety is also covered in this unit.
Guided learning hours	20
Credit value	3
Level	1
Mandatory/optional	Mandatory
NOS mapping	IMI - Work Effectively in Interactive Media and Computer Games

The learner will:

- 1 Understand interactive media products and processes

The learner can:

- 1.1 Outline the **scope** of interactive media, **sources of ideas** and **terminology**
- 1.2 Outline the **characteristics** of a range of **products** and **software packages**
- 1.3 Identify suitable software packages in relation to ideas for a design brief
- 1.4 Use and develop **basic skills** appropriate to a design brief
- 1.5 Demonstrate a range of interactive media **techniques and processes**

Key words

- 1.1 **Scope:** various types of element, eg audio, visual, interactive

Sources of ideas: primary sources: eg examples of relevant interactive outcomes in the context of the design brief; product knowledge; photographs. Secondary sources: eg other people's interactive media work; cultural issues; books; magazines; libraries; CD-ROMs; media; the internet

Terminology: eg corporate ID; the design brief; typography; font; colour; layout, visual design; grids

- 1.2 **Characteristics:** eg interactivity; non-linear; remote access; user accessibility; digital; colour; using space; design rules

- 1.2 **Products:** eg web pages; information kiosks; interactive television; mobile apps, interactive PDF's; interactive slide presentations; interactive games

Unit 01 Explore interactive media products and processes (D/600/8782) (cont'd)

Software packages: it's up to centres to decide which software packages to use. Software packages currently used could include: Adobe Director; Adobe FreeHand; Adobe Edge; Adobe Dreamweaver; Microsoft PowerPoint; Apple Keynote; Adobe Photoshop; Adobe Illustrator; Adobe InDesign; Adobe After Effects; iWeb; App Maker; App Builder. There is other similar software that would also be suitable.

1.4 Basic skills: using a given starting point; following advice and guidance; working within given parameters

1.5 Techniques and processes: eg visual designs; layout; drawings; diagrams; plans; audio samples; use of software packages

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1		Product (research file/sketchbook/annotated notebook)
1.2, 1.3	<p>Exploration of visual and interactive qualities of media products and software packages should be mostly Tutor led. Learners are not required to make extensive explorations or to fully organise their work. Information which learners may keep separate as a general resource, eg: typeface examples, qualities of clips, screenshots, navigation charts, instructions for using processes, or procedures for health and safety, should be assessed with practical work. There should be sufficient resource information to guide the practical work of the learners. Annotation provides some assessment evidence.</p> <p>Learners are not required to bring together skills and ideas in their exploratory investigations, but should make some connections between intentions and outcomes.</p>	Product (eg annotated computer-based printouts of screenshots)
1.4, 1.5		Product (eg experimental pieces of work, drawings, sketches, screen-grabs).

Unit 02 Understand and use computer systems in an interactive media design environment (M/600/8799)

Unit summary	In this unit, learners will explore computer systems in the interactive media environment to develop an understanding of how hardware and software meet the needs of the design brief. Learners will follow health and safety procedures to ensure that equipment is prepared correctly in line with relevant regulations.
Guided learning hours	20
Credit value	3
Level	1
Mandatory/optional	Mandatory
NOS mapping	IMI - Work Effectively in Interactive Media and Computer Games

The learner will:

- 1 Understand how to use hardware and software to produce interactive design outcomes

The learner can:

- 1.1 State the function of parts of a **computer system**
- 1.2 Outline the use of **peripheral devices**
- 1.3 Indicate how **hardware** and **software** can be used to meet the requirements of the design brief
- 1.4 Use equipment correctly in line with relevant regulations
- 1.5 Outline **health and safety** procedures and relevant sections of health and safety **legislation and regulations**
- 1.6 Demonstrate how peripheral devices are used with a computer

Key word(s)

- 1.1 Computer system:** eg CPU; monitor; internal hard drive; keyboard; mouse, graphics tablet, iPad; tablet.
- 1.2 Peripheral devices:** eg external storage; scanner; digital camera; sound recorder; card-reader
- 1.3 Hardware:** eg hard drive; computer memory; CD-DVD drive; scanner; iPad; tablet; pen drive
- 1.3 Software:** computer software packages
- 1.5 Health and safety:** eg risk assessment; safe working practices; safe use of equipment; maintaining a safe working environment
Legislation and regulations: Health and Safety at Work Act 1974; Health and Safety (Display Screen Equipment) Regulations 1992; Computer Misuse Act 1998; Copyright, Design and Patents Act 1998e)

Unit 02 Understand and use computer systems in an interactive media design environment (M/600/8799) (cont'd)

Assessment guidance

Learners' portfolios should contain exploratory and investigative work, work for a number of set tasks, and work for a main design brief set by the Tutor. There should be sufficient evidence in order to make sound assessment decisions.

One piece of evidence can be used to show that learners have covered a range of learning outcomes, either within a particular unit or across a number of different units. It's therefore very important to reference evidence clearly showing which learning outcomes are covered, for both internal and external quality assurance. Knowledge of the range for each unit should be evidenced through practical work, or, where appropriate, through learners' records of taught sessions, eg notes, annotated diagrams, screenshots etc.

The work of learners achieving a pass for this unit will typically demonstrate:

- identification and description of the parts of a computer system
- records of use of peripheral devices in an interactive media environment
- skills at a basic level
- basic understanding of how hardware and software work.

AC	Assessment guidance	Suggested assessment method
1.1, 1.2, 1.3, 1.6		Project/assignment (on use of computer systems in interactive media)
1.4, 1.5		Learner report (on health and safety regulations and legislation)
1.4, 1.6	Identification of computer systems and peripheral devices should be mostly Tutor led and learners should make minimum explorations. Learners are not required to bring together skills and ideas in exploratory investigations but should make some connections between intentions and outcomes. Information which learners may keep separate as a general resource, eg: instructions for using hardware and software and procedures for health and safety should be assessed with practical work. There should be sufficient resource information to guide the practical work of learners. Annotation provides some assessment evidence.	Practical examples, annotated screen-grabs.

Unit 03 Explore ideas and create interactive media content (H/600/8797)

Unit summary	In this unit, learners will identify content specifications and acquire or create content appropriate to the design brief. Learners will discuss their ideas with their Tutor and will develop ideas in response to feedback, constraints and a review of their own work. Using different ways of working, learners will take forward a chosen idea for development.
Guided learning hours	30
Credit value	4
Level	1
Mandatory/optional	Mandatory
NOS mapping	IM5 - Design Interactive Media Products; IM1 - Work Effectively in Interactive Media and Computer Games

The learner will:

- 1 Be able to create interactive media outcomes based on their own ideas

The learner can:

- 1.1 Identify **content specifications**
- 1.2 Outline a range of ideas with the Tutor
- 1.3 Locate content appropriate to the design brief
- 1.4 Give examples of content **file types** and identify the importance of content file types relative to the hardware
- 1.5 Use **feedback** to develop ideas in response to the design brief
- 1.6 Select ideas in response to **external factors** and review of own work
- 1.7 Use **different ways of working** to develop an idea

Key words

- 1.1 **Content specifications:** eg visual design requirements; technical requirements; software; hardware; file types; frames per second; visual and technical quality
- 1.4 **File types:** appropriate to the software used, eg file size; bitmap; vector; tiff; jpeg; gif; png; aif; fla; swf; wav; avi files; Mpeg
- 1.5 **Feedback:** responses from Tutor
- 1.6 **External factors:** eg visual design requirements; technical requirements; software and hardware requirements; materials; time frame.
- 1.7 **Different ways of working:** working with peers; working with support from Tutor; working to targets

Unit 03 Explore ideas and create interactive media content (H/600/8797) (cont'd)**Assessment guidance**

Learners' portfolios should contain exploratory and investigative work, work for a number of set tasks, and work for a main design brief set by the Tutor. There should be sufficient evidence in order to make sound assessment decisions. One piece of evidence can be used to show that learners have covered a range of learning outcomes, within a particular unit or across a number of different units. It is therefore very important to reference evidence clearly showing which learning outcomes are covered, for both internal and external quality assurance.

Knowledge of the range for each unit should be evidenced through practical work, or, where appropriate, through learners' records of taught sessions, eg drawings, visual designs, notes, annotated diagrams, screenshots etc.

Learners who achieve a pass for this unit will typically demonstrate:

- minimum explorations into content specifications and file types
- discussion with the Tutor and use of feedback to develop ideas
- that some changes to ideas may have occurred as a result of circumstances, constraints and evaluation
- that content appropriate to the design brief has been acquired or created
- that an idea has been chosen for development, and adapted as necessary
- that different ways of working have been explored
- that health and safety procedures have been followed.

AC	Assessment guidance	Suggested assessment method
1.1		Product (annotated records of visual and technical content specifications required for design brief)
1.2	The Tutor should guide work, and learners should mainly work with on-going supervision and support. There is ability to use given starting points and sources in development of ideas, although secondary sources are mostly used. Learners are not required to demonstrate an extensive range of ideas or to fully develop their work. Learners should be able to develop ideas with advice and support, working within clear, given parameters. They should realise the importance of working to targets. Learners should communicate in forms appropriate to intentions and should record and reflect on developments, adapting work as necessary. Adaptations should be minimal. Annotation provides some assessment evidence.	Product (records of professional discussion)

Unit 03 Explore ideas and create interactive media content (H/600/8797) (cont'd)

1.3		Product (annotated screenshots of content)
1.4		Product (annotated records of content file types explored)
1.5–1.7		Product (presentation of design ideas showing where ideas have been changed/adapted).

Unit 04 Assemble interactive media products to produce final work (K/600/8798)

Unit summary	In this unit, learners will plan and prepare for production of their final work using ideas they have developed. The final interactive product will be produced and learners will review what they have learnt in the context of the whole development process.
Guided learning hours	20
Credit value	3
Level	1
Mandatory/optional	Mandatory
NOS mapping	IM5 - Design Interactive Media Products; IMI - Work Effectively in Interactive Media and Computer Games

The learner will:

- 1 Know how separate elements are combined to create final interactive media work

The learner can:

- 1.1 **Plan and prepare** for production of final work
- 1.2 Use ideas developed to inform production of final work
- 1.3 Demonstrate a **basic level of skill** using interactive media software and processes to produce and present the final interactive product
- 1.4 Describe how to present and evaluate final work
- 1.5 **Assess** the whole design process

Key words

- 1.1 **Plan and prepare:** eg decision on final design, access to correct software and equipment; observe health and safety regulations; navigation charts; time management
- 1.3 **Basic level of skill:** using a given starting point; following advice and guidance; working within given parameters
- 1.5 **Assess:** make judgements on what has been done and what has been learnt through the whole design process and what would be changed if it was to be done again. This should include reference to the design brief; development of ideas; use of software and processes; links between own work and the work of others and the final work in the context of the design brief

Unit 04 Assemble interactive media products to produce final work (K/600/8798) (cont'd)**Assessment guidance**

Learners' portfolios should contain exploratory and investigative work, work for a number of set tasks, and work for a main design brief set by the Tutor. There should be sufficient evidence in order to make sound assessment decisions. One piece of evidence can be used to show that learners have covered a range of learning outcomes, within a particular unit or across a number of different units.

It's therefore very important to reference evidence clearly showing which learning outcomes are covered, for both internal and external quality assurance. Knowledge of the range for each unit can be evidenced through practical work, or, where appropriate, through learners' records of taught sessions, eg: notes, annotated diagrams, screenshots etc.

Learners' work which achieves a pass for this unit will typically demonstrate:

- planning and preparation for the final work based on developed ideas
- production of final work using a basic level of skill and using interactive media
- software and processes
- that health and safety procedures have been followed
- the presentation of final work and review of the whole design process
- that links have been made between own work and the work of others.

AC	Assessment guidance	Suggested assessment method
1.1, 1.2		Product (records and drawings of planning and preparation)
1.3, 1.4		Product (final work saved to disk; webpage, pen drive or other storage material which allows for full interactivity of the product to be accessed)
1.4, 1.5	<p>The working plan should have been largely completed, enabling learners to carry out the final work to meet the requirements of the design brief, although they are not required to meet all targets.</p> <p>The preparation for production of the final work should be adequate for the proposed work. There may be areas that are unexplained, although some connections should be made between intentions and outcomes. The basic level of skill achieved should allow learners to complete the task and fulfil the needs of the design brief. The review should demonstrate ability to support opinions using a specialist vocabulary. Annotation would provide some assessment evidence.</p>	Product (record of evaluation - written, video, audio recording)

Unit 05 Job search skills (D/502/3577)

Unit summary	This unit introduces learners to the knowledge and skills necessary to carry out searches for jobs and make applications. The unit will cover identifying the best places to look for suitable job opportunities, using job searching resources and knowing who can support learners to look for work. The unit then explores the different ways learners can attempt to find work and starts with a personal career plan and review. The learners then move on to review the local job market and assess their individual prospects.
Guided learning hours	6
Credit value	1
Level	2
Mandatory/optional	Additional (credit from this unit does not count towards the overall achievement)

The learner will:

- 1 Understand where and how to search for jobs

The learner can:

- 1.1 Describe 3 possible sources of job vacancies and provide examples from each. One of these sources should be accessed via the Internet
- 1.2 Describe the support networks that are available to them to help them find work or training
- 1.3 Provide an example of a job vacancy or training opportunity that interests them that has been found by accessing one of the support networks and acting on the advice and guidance given

The learner will:

- 2 Know how to develop a personal career plan

The learner can:

- 2.1 Describe the purpose of a career plan and detail the types of information it needs to contain
- 2.2 Create a career plan for themselves following appropriate conventions regarding contents and layout

The learner will:

- 3 Know how to assess their individual prospects against potential opportunities

The learner can:

- 3.1 Create and present an appraisal of the job and/or training prospects available to them and their readiness to take advantage of any opportunities available. The appraisal addresses:
 - their achievement and work experience to date
 - any further study or learning needed

Unit 05 Job search skills (D/502/3577) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.3		Examples of job vacancies from different sources; brochures or other material from support agencies; one specific job opportunity of interest
2.1, 2.2		Career plan
3.1		Presentation materials; Individual Learning Plans; workbook

Unit 06 Job application skills (H/502/3614)

Unit summary	This unit introduces learners to the sort of information needed for a job application, how to complete a straightforward job application form and how to write a covering letter. Unit content includes understanding the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing.
Guided learning hours	6
Credit value	1
Level	1
Mandatory/optional	Additional (credit from this unit does not count towards the overall achievement)

The learner will:

- 1 Know the type of information usually asked for in job applications

The learner can:

- 1.1 Identify the type of information usually requested in a straightforward job application
- 1.2 Create a folder of the information they will need for a job application ensuring it is accurate and up to date

The learner will:

- 2 Understand how a straightforward job application form should be completed and accompanying letter written

The learner can:

- 2.1 Complete a straightforward job application form accurately
- 2.2 Write an accompanying letter and prepare it to send to an appropriate person, showing they can:
 - select an appropriate format
 - address and date it appropriately
 - use an appropriate style of language
 - check the letter for mistakes and accuracy

Assessment guidance

AC	Assessment guidance	Suggested assessment method
1.1, 1.2		Reflective account/diary; workbook; questioning; folder of job application information
2.1, 2.2		Completed job application and covering letter

Unit 07 Presenting yourself for work (D/502/3594)

Unit summary	This unit looks at the different ways learners might need to present themselves in a work-related context. It covers presenting yourself in person, presenting yourself on paper and electronically. The unit will look at how to present a CV and personal statement and explore virtual identity and how people present themselves online.
Guided learning hours	12
Credit value	2
Level	1
Mandatory/optional	Additional (credit from this unit does not count towards the overall achievement)

The learner will:

- 1 Know how to create a CV

The learner can:

- 1.1 Identify the main types of information shown in a curriculum vitae (CV)
- 1.2 Generate content to use in creating a CV that covers the type of information needed in a straightforward CV.
- 1.3 Create a straightforward CV for themselves and present it in a suitable format

The learner will:

- 2 Understand and demonstrate how technology can be used for presenting themselves online

The learner can:

- 2.1 Give 2 examples of using technology for presenting themselves online and when they might use them
- 2.2 Create the content about themselves needed to present themselves on line, presenting it in a suitable format

The learner will:

- 3 Know how to present themselves in person

The learner can:

- 3.1 Describe 3 important things to consider when presenting themselves in person
- 3.2 Present themselves appropriately in person in a work related situation each day for 3 consecutive days

Unit 07 Presenting yourself for work (D/502/3594) (cont'd)**Assessment guidance**

AC	Assessment guidance	Suggested assessment method
1.1–1.3		CV with supporting notes or workbook
2.1, 2.2		Reflective account/diary; workbook; suitable content with annotations or supporting notes; projects or assignments; case studies; short response test
3.1, 3.2		Observation; reflective account/diary; workbook; annotated CVs; questioning; short response test; simulated activity; evidence from others, eg witness testimonies from manager or supervisor.

Section 3

Assessment and Quality Assurance

Assessment and Quality Assurance

How the qualification is assessed

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

The NCFE Level 1 Certificate in Interactive Media is internally assessed.

Internal assessment

Each learner must create a portfolio of evidence, which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2.

The main pieces of evidence for the portfolio could include (in no particular order):

- visual design sheets
- drawings, diagrams, planning sheets
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- Recognition of Prior Learning (RPL).

Assessment guidance is provided for some of the units. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Quality Assurance

Internal quality assurance

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

The Internal Quality Assurer will follow the centre's own sampling strategy in selecting the sample to be internally quality assured. See the guidance on sampling on the NCFE website.

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

External quality assurance

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

Section 4

General information

General information

Equal opportunities

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

Diversity, access and inclusion

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

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

For more information on the Reasonable Adjustments and Special Considerations policy please visit the NCFE website.

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