

Cambridge **TECHNICALS LEVEL 3**

DIGITAL MEDIA

Cambridge
TECHNICALS
2016

Unit 4
Interactive media product

R/507/6390

Guided learning hours: 60

Version 2 September 2016

LEVEL 3

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Guided learning hours: 60

Essential resources required for this unit: none

This unit is internally assessed and externally moderated by OCR.

UNIT AIM

Interactive media has now become established as an integral part of everyday life. From browsing the web to using smartphones, interactive media exists, but every product has been planned for an identified purpose.

By completing this unit, you will understand how interactive multimedia products are used for a range of purposes and across a range of platforms. You will learn how to design and create an interactive media product and test it using both technical and user tests.

TEACHING CONTENT

The teaching content in every unit states what has to be taught to ensure that learners are able to access the highest grades.

Anything which follows an i.e. details what must be taught as part of that area of content Anything which follows an e.g. is illustrative, it should be noted that where e.g. is used, learners must know and be able to apply relevant examples in their work, although these do not need to be the same ones specified in the unit content.

For internally assessed units you need to ensure that any assignments you create, or any modifications you make to an assignment, do not expect the learner to do more than they have been taught, but must enable them to access the full range of grades as described in the grading criteria.

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
<p>1. Be able to compare interactive media products</p>	<p>1.1 purposes, i.e.</p> <ul style="list-style-type: none"> • marketing, promotional, advertisement • education, training, assessment • entertainment • social networking • games, virtual reality, simulation • journalism <p>1.2 different delivery format and platforms available, i.e.</p> <ul style="list-style-type: none"> • webpage • blogs • apps • multimedia, CD/DVD ROM, kiosks • interactive TV • mobile devices <p>1.3 design and components, i.e.</p> <ul style="list-style-type: none"> • layout • text • images • sound • animation • video • file types (e.g. SWF, HTML5, CSS, .app, .apk) <p>1.4 interactive features and controls, i.e.</p> <ul style="list-style-type: none"> • basic (e.g. navigation menu selection, hyperlinks hotspots) • user comments • scripting • actions/events • control (e.g. audio/video/game/form controls)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>1.5 benefits, i.e.</p> <ul style="list-style-type: none"> • mobility • interactivity • accessibility • targets an identified audience <p>1.6 limitations, i.e.</p> <ul style="list-style-type: none"> • size • download time • type of content • requirement for plug-ins • different platforms • screen size <p>1.7 effectiveness, i.e.</p> <ul style="list-style-type: none"> • purpose • visitor needs • information flow • features • benefits • content <p>1.8 legal and ethical considerations</p>
<p>2. Be able to initiate, plan and design a new interactive media product to a client brief</p>	<p>2.1 to create a project specification for a client brief, i.e.</p> <ul style="list-style-type: none"> • purpose • client needs • target audience (e.g. age, gender, interest group, general public, income) • target audience needs • content • format • platform budget (e.g. copyright, royalties, hosting) <p>2.2 design, i.e.</p> <ul style="list-style-type: none"> • work plan (e.g. timescales, resources, tasks) • idea generation (e.g. mind mapping, mood boards,) • commercial considerations (e.g. sponsor, advertising space) • Graphical User Interface (GUI) • product navigation map • storyboarding of pages/screens (e.g. layout, colours, fonts, screen sizes) • accessibility • interactivity

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	<p>2.3 sourcing, creating and optimisation requirements for components (e.g. images, animation, sound, video, scripts) legal and ethical considerations, i.e.</p> <ul style="list-style-type: none"> • legal (e.g. copyright, libel, intellectual property rights, personal data protection, identity theft, cyber stalking) • ethical (e.g. misrepresentation, decency)
<p>3. Be able to create a planned interactive media product</p>	<p>3.1 Create interactive media product to industry standard processes, i.e.</p> <ul style="list-style-type: none"> • folder and file naming conventions • version control • file backup • techniques for consistency (e.g. template/master pages such as cascading style sheet (css) for a web page) • use timeline, menus, toolbars, libraries • set properties • insert/import/align components (e.g. digital media, text) • use a range of components (e.g. images, animations, videos, sounds, tables, form elements) • use appropriate file formats • apply transitions/effects • optimisation (e.g. search engine, load times, for platform) • accessibility features • GUI <p>3.2 interactive elements, i.e.</p> <ul style="list-style-type: none"> • basic (e.g. menu selection, hyperlinks, images, hotspots) • navigation • scripting (e.g. Lingo, action script) • actions/events • drag and drop • forms • in product controls (e.g. audio/video/game controls) • responsive design
<p>4. Be able to test the new interactive media product</p>	<p>4.1 technical testing, i.e.</p> <ul style="list-style-type: none"> • test plan/table • functionality (e.g. working internal/external navigation, content loads/works, sound – volume appropriate, no background noise) • usability (e.g. clear navigation) • user interaction • load times of pages/screens • completeness • accuracy (e.g. proofread, spell-checked, text readable with background colour, clarity) • accessibility (e.g. alt tags, easy to use, clear text size) • performance – optimised for platform(s)

Learning outcomes	Teaching content
The Learner will:	Learners must be taught:
	4.2 client and user testing, i.e. <ul data-bbox="574 323 1224 466" style="list-style-type: none">• client acceptance testing• user experience• user testing (e.g. questionnaire, interview, forms)• improvements

GRADING CRITERIA

LO	Pass	Merit	Distinction
	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Be able to compare interactive media products	P1: Describe interactive media products	M1: Compare and contrast the use of different platforms and formats for delivering interactive media products	
2. Be able to initiate, plan and design a new interactive media product to a client brief	P2*: Generate ideas for a new interactive media product for a client brief <i>(*Synoptic assessment from Unit 2 Pre-production and planning)</i>	M2: Explain the legal and ethical issues relating to product ideas	
	P3: Produce a plan for the creation of the interactive media product from the generated ideas		D1: Justify the planned interactivity and range of media content to meet a client brief
3. Be able to create a planned interactive media product	P4: Create the planned interactive product	M3: Create a graphical user interface combining media elements with user interactivity	D2: Demonstrate optimisation techniques across the interactive media product
4. Be able to test the new interactive media product	P5: Conduct testing on the finished interactive media product		

*SYNOPTIC ASSESSMENT

When learners are taking an assessment task, or series of tasks, for this unit they will have opportunities to draw on relevant, appropriate knowledge, understanding and skills that they will have developed through other units. We've identified those opportunities in the grading criteria (shown with an asterisk). Learners should be encouraged to consider for themselves which skills/knowledge/understanding are most relevant to apply where we have placed an asterisk.

ASSESSMENT GUIDANCE

This unit is centre-assessed and externally moderated.

In order to achieve this unit, learners must produce a portfolio of evidence showing that they can meet all the pass grading criteria.

Portfolios of work must be produced independently. Portfolios put forward for moderation must be available for the OCR Visiting Moderator to access freely during the moderation visit, along with witness statements and any other necessary supporting documentation.

Centres must confirm to OCR that the evidence produced by learners is authentic.

In order to achieve this unit, learners must produce evidence that meets all the pass grading criteria. There are no other additional requirements for this unit.

Learners should gain knowledge, understanding and skills through practical tasks related to their own productions as well as professional produced media products.

LO1 Be able to compare interactive media products

- P1:** Learners should describe a minimum of three different existing interactive media products covering a range of purposes as mentioned in the teaching content. It may help learners to select interactive media products that they have accessed for goods, entertainment or games so they can use their own experiences. Evidence could include a written report, annotated screen grabs with accompanying notes, audio-visual commentary, blog.
- M1:** Learners should compare and contrast the use of different platforms for the delivery of at least three different interactive media products. These may have been created for any purpose. Learners must give detailed reviews of how the products differ depending upon the platform (e.g. computer, tablet, smart phone) being used for their delivery. Evidence could be presented as a report supported with examples, or a presentation delivered to a group that may be supported by video evidence.

LO2 Be able to initiate, plan and design a new interactive media product to a client brief

- P2:** Learners must create the outline ideas for an interactive media product in response to a client brief, clearly identifying the purpose of the interactive media product and who the target audience is. A scenario can be provided, but it is important not to make it too restrictive so it does not hinder creativity. Learners should create a specification document which clearly identifies content to be included, the client needs, user needs, delivery format and platform(s) for use on. Evidence should include outline designs, including a mood board, navigation map and storyboards.
- P3:** The learner should create a production plan with appropriate deadlines to follow the design, creation and testing phases of the project. Evidence could be presented as a project schedule in, word, spread sheet, project software.
- M2:** The learner should explain the relevant legal and/or ethical issue that they must be consider in implementing their product ideas. Evidence could be presented as a report supported with examples, or a presentation delivered to a group.
- D1:** Learners evidence will show a clear understanding and justification of why the planned interactivity is suitable for the range of media content and meets the client requirements. There will also be discussion of the benefits of the interactivity used, together with any limitations that were taken into consideration. The learner must produce annotated designs and layouts for a minimum of six pages/screens according to industry standard practices. Navigation maps should be accurate; storyboards should be detailed and annotated; all elements and assets to be used should be clearly identified, with references to sources, appropriate layouts, links, colour schemes and font styles stated. Learners should ensure they have considered the client's needs carefully and include in their annotation justifications for their designs in relation to the client needs and target audience appeal. Evidence could be presented as a report supported with examples, or a presentation delivered to a group that may be supported by video evidence and should include annotated designs, layouts and navigation maps.

LO3 Be able to create a planned interactive media product

- P4:** Learners should create their planned interactive media product using appropriate software. It must include text and images as a minimum and have at least two forms of interactivity. Learners should, wherever possible, use and apply an industry standard method by which the layout for all pages/screens is standardised to produce professional product design architecture; this may be demonstrated through the use of a style sheet language, theme or template. The final product should be the evidence for this criterion.
- M3:** Learners should create a graphic user interface combing their media elements with user interactivity requirements. Evidence should be the interactive media products interface and working interactivity.
- D2:** The learner must show how they have optimised the product for use on the platform stated in the planning to ensure a high quality user experience. Evidence could be provided through the use of screen grabs showing files sizes having been reduced. The final interactive media product must be of a high technical standard.

LO4 Be able to test the new interactive media product

- P5:** Learners must fully test their completed interactive media product using a detailed test plan/table, testing each page/screen of the product. Appropriate tests should be included to cover the technical aspects of functionality, readability, usability and accessibility. Testing by the target audience and client also need to be carried out, providing feedback to the learner regarding the suitability of the product. Evidence of this testing could be obtained through the use of questionnaires or interviews.

Feedback to learners: you can discuss work-in-progress towards summative assessment with learners to make sure it's being done in a planned and timely manner. It also provides an opportunity for you to check the authenticity of the work. You must intervene if you feel there's a health and safety risk.

Learners should use their own words when producing evidence of their knowledge and understanding. When learners use their own words it reduces the possibility of learners' work being identified as plagiarised. If a learner does use someone else's words and ideas in their work, they must acknowledge it, and this is done through referencing. Just quoting and referencing someone else's work will not show that the learner knows or understands it. It has to be clear in the work how the learner is using the material they have referenced **to inform their** thoughts, ideas or conclusions.

For more information about internal assessment, including feedback, authentication and plagiarism, see the centre handbook. Information about how to reference is in the OCR *Guide to Referencing* available on our website: <http://www.ocr.org.uk/i-want-to/skills-guides/>.

MEANINGFUL EMPLOYER INVOLVEMENT - a requirement for the Foundation Diploma, Diploma and Extended Diploma (Tech Level) qualifications

The 'Diploma' qualifications have been designed to be recognised as Tech Levels in performance tables in England. It is a requirement of these qualifications for centres to secure for every learner employer involvement through delivery and/or assessment of these qualifications.

The minimum amount of employer involvement must relate to at least one or more of the elements of the mandatory content. This unit is mandatory in the Digital Content for Interactive Media and Digital Media Practitioner for Product Development specialist pathway.

Eligible activities and suggestions/ideas that may help you in securing meaningful employer involvement for this unit are given in the table below.

Please refer to the *Qualification Handbook* for further information including a list of activities that are not considered to meet this requirement.

Meaningful employer involvement	Suggestion/ideas for centres when delivering this unit
1. Learners undertake structured work-experience or work-placements that develop skills and knowledge relevant to the qualification.	Work-placements with design companies involved in the planning and creation of interactive media products, researching the software used and processes followed.
2. Learners undertake project(s), exercises(s) and/or assessments/examination(s) set with input from industry practitioner(s).	Tasks set to create design documents for existing products and compare against real-world examples from industry practitioners.
3. Learners take one or more units delivered or co-delivered by an industry practitioner(s). This could take the form of master classes or guest lectures.	Lectures from audience research companies into how data is gathered to inform the design and evaluation phases of projects. Master classes with design companies to develop project management and product design elements.
4. Industry practitioners operating as 'expert witnesses' that contribute to the assessment of a learner's work or practice, operating within a specified assessment framework. This may be a specific project(s), exercise(s) or examination(s), or all assessments for a qualification.	Review of product by current practitioners to look at accuracy of learners' designs and product developments, linking this to the product being fit for purpose.

To find out more

ocr.org.uk/digitalmedia

or call our Customer Contact Centre on **02476 851509**

Alternatively, you can email us on **vocational.qualifications@ocr.org.uk**



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