



Higher National Unit specification: general information

This Graded Unit has been validated as part of the HND Interactive Media. Centres are required to develop the assessment instrument in accordance with this validated specification. Centres wishing to use another type of Graded Unit or assessment instrument are required to submit proposals detailing the justification for change for validation.

Graded Unit title: Interactive Media: Graded Unit 2

Graded Unit code: H4LF 35

Type of Graded Unit: Project

Assessment Instrument: Practical Assignment

Publication date: July 2013

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Graded Unit is designed to provide evidence that the learner has achieved the following principal aims of the HND Interactive Media:

- ◆ Develop learner knowledge and skills, such as planning, analysing and synthesizing.
- ◆ Develop employment skills and enhance learner employment prospects.
- ◆ Develop progression within the Scottish Credit and Qualifications Framework.
- ◆ Equip learners for employment by developing and promoting forward-looking, innovative and aspirational approaches to their work.
- ◆ Develop study and research skills.
- ◆ Develop transferable skills including Core Skills.
- ◆ Provide academic stimulus and challenge, and foster an enjoyment of the subject.

General information for (cont)

Recommended prior knowledge and skills

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

F1W0 34	<i>Project Management for IT</i>
F6BV 35	<i>Human Computer Interface</i>
F6BW 35	<i>Interactive Media Composition</i>
F6V5 35	<i>Designing and Developing an Interactive Product</i>
F6BY 35	<i>Professional and Legal Issues for Interactive Media Developers</i>

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill components None

Assessment

This Graded Unit will be assessed by the use of a practical assignment. The developed practical assignment should provide the learner with the opportunity to produce evidence that demonstrates she/he has met the aims of the Graded Unit that it covers.

The assessment exemplar for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the assessment exemplar to ensure a comparable standard. Assessment exemplars are available on SQA's secure website.

This graded Unit is designed to evidence learner's ability to plan, develop, implement and evaluate technical skills gained throughout their course. It does not ask the learners to prove new skills.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners

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Conditions of assessment

The learner should be given a date for completion of the practical assignment. However, the instructions for the assessment task should be distributed to allow the learner sufficient time to assimilate the details and carry out the assessment task. During the time between the distribution of the assessment task instructions and the completion date, assessors may answer questions, provide clarification, guidance and reasonable assistance.

The assessment task(s) should be marked as soon as possible after the completion date for each stage. The final grading given should reflect the quality of the learner's evidence at the time of the completion date.

The evidence for the project is generated over time and involves three distinct stages, where each stage has to be achieved before the next is undertaken. Thus any re-assessment of stages must be undertaken before proceeding to the next stage.

If a learner fails the project overall or wishes to upgrade, then this must be done using a *substantially different* project, i.e all stages are undertaken using a new significantly different project assessment task, assignment, case study, etc. In this case, a learner's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

The practical assignment will be based on the development of a solution for a real client or on a scenario supplied by the centre. If the method selected by a centre is a scenario given to a number of learners, then the centre must ensure the originality and uniqueness of each learner submission, through a formal authentication procedure.

If a learner is found to have plagiarised or to have gained an unfair advantage by other means, the centre should have in place procedures for dealing with this, including the authority to deem that the learner has failed the assessment. Learners should provide references in the form of footnotes and/or bibliography for any materials used and/or accessed which is not their own.

Each centre must ensure that the project is the authenticated work of the individual learner. For example, centres may wish to informally question learners at various stages on their knowledge and understanding of the project on which they have embarked. Centres should ensure that where research, etc is carried out in other establishments or under the supervision of others, that the learner does not receive unreasonable assistance.

Remediation, re-assessment, reasonable assistance and other Project based Graded Unit processes are detailed in the SQA publication *Guidance for the Implementation of Graded Units in Higher National Certificates and Diplomas*, to which reference should be made.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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Instructions for designing the assessment task

The assessment task is a project. The project undertaken by the learner must be a complex task which involves:

- ◆ variables which are complex or unfamiliar
- ◆ relationships which need to be clarified
- ◆ a context which may be familiar or unfamiliar to the learner

The assessment task must require the learner to:

- ◆ analyse the task and decide on a course of action for undertaking the project
- ◆ identify the requirements for the project
- ◆ plan the solution for the project assignment
- ◆ organise work through to project completion
- ◆ develop the product to meet the solution
- ◆ track and document work undertaken through to project completion
- ◆ reflect on what has been done and draw conclusions for the future
- ◆ produce an evaluation with critical analysis to cover the product that has been produced and an individual reflective analysis of their activities.
- ◆ produce evidence of meeting the aims which this Group Award Graded Unit has been designed to cover

Instructions for writing the Project Brief (assignment task)

The project brief should either be provided to the learner (ie in the form of a case study) or alternatively the learner may use their own brief providing it meets the criteria of the project and is approved by the assessor. It is recommended that, where possible, learners should be encouraged to use/find external clients.

Each learner should undertake an individual project which encompasses all of the knowledge and skills which would be required to complete a small scale interactive media product (eg website, app, game, standalone application, DVD). The assessment should be based on the product, its evaluation and the process. A learner must carry out all the tasks detailed in the Minimum Evidence Requirements which to summarise are:

- 1 Interpret the needs of the brief.
- 2 Gather information to clarify the brief.
- 3 Plan the solution for the project and develop a project schedule
- 4 Decide upon and develop a design approach. This should consider the key theories of composition and HCI to create a user friendly interface.

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- 5 Carry out development. This should apply the use of current technologies and professional practice.
- 6 Test the product.
- 7 Evaluate the product and their performance.

The Unit will be project based and should allow the learner the flexibility to select from a variety of different projects. There should be flexibility to allow the learner to create a meaningful project which enables them to focus on aspects such as; developing their knowledge and skills, adhering to the aims of the HND, observing/taking cognisance of national occupational standards (ie Creative Skillset and e-skills) and current industry requirements. The project should provide opportunities for learners to develop and promote forward-looking, innovative and aspirational approaches to their work. If a learner focuses on asset creation or front end design an acceptable level of knowledge and skills relating to interactivity must also be evident.

Guidance on grading learners

Learners who meet the minimum Evidence Requirements will have their achievement graded as C — competent, or A — highly competent or B somewhere between A and C. The grade related criteria to be used to judge learner performance for this Graded Unit is specified in the following table.

Grade A	Grade C
<p>Is a seamless, coherent piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for all three stages of the project produced to a high standard, and is quite clearly inter-related ◆ demonstrates an accurate and insightful interpretation of the project brief ◆ is highly focused and relevant to the tasks associated with the project brief ◆ is clear and well structured throughout and the language used is of a uniformly high standard in terms of level, accuracy and technical content ◆ effectively consolidates and integrates the required knowledge and skills 	<p>Is a co-ordinated piece of work which:</p> <ul style="list-style-type: none"> ◆ has sufficient evidence for all three stages of the project and is produced overall to an adequate standard ◆ demonstrates an acceptable interpretation of the project brief ◆ is focused and relevant to the tasks associated with the project brief ◆ is satisfactorily structured and the language used is adequate in terms of level, accuracy and technical content ◆ consolidates and integrates knowledge and skills but this may lack some continuity and consistency

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Grade A	Grade C
◆ demonstrates the learner's ability to work autonomously with minimum support or revision	◆ has required additional support and revision during the project

The project will be marked out of 100. Assessors will mark each stage of the project taking into account the criteria outlined in the table above. Learners can only progress to the next stage if they have met the minimum Evidence Requirements of the previous stage. At the end of each stage, there should be opportunities for remediation/re-assessment on that particular stage.

Remediation/re-assessment would take place where either the quality of work submitted for that stage does not meet the minimum standard required and/or there are missing Minimum Evidence Requirements.

Remediation processes and what is considered Reasonable Assistance are detailed in the SQA publication *Guidance for the Implementation of Graded Units in Higher National Certificates and Diplomas*.

All allocated marks will be aggregated to arrive at an overall mark for the project. The **final** grading given should reflect the quality of the learner's evidence at the time of the **Unit** completion date and must take into account the grade levels indicated in each of the three stages by reference to the table on the previous page.

Assessors will assign an overall grade to the learner for this Graded Unit based on the following grade boundaries.

A = 70%–100%

B = 60%–69%

C = 50%–59%

The learner must achieve a minimum of:

- ◆ 50% of total marks for the Planning stage
- ◆ 50% of total marks for the Developing stage
- ◆ 50% of total marks for the Evaluating stage

NOTE: The learner must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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Learners can only progress to the next stage if they have met the minimum Evidence Requirements of the previous stage. At the end of each stage, there should be opportunities for remediation/re-assessment on that particular stage. All allocated marks will be aggregated to arrive at an overall mark for the project.

Evidence Requirements

The project consists of three stages: planning; developing; and evaluating. The following table specifies the minimum evidence required to pass each stage.

NOTE: The learner must achieve **all of the minimum evidence** specified below for each stage of the project in order to pass the Graded Unit.

Project stage	Minimum Evidence Requirements
Stage 1 — Planning 25% maximum	<p>The assessor's role is as a facilitator and so to gain high marks the learner must demonstrate a high degree of autonomy in the planning activities.</p> <ul style="list-style-type: none"> ◆ The initial investigation of the project, eg project overview, identification of the factors influencing the project and project requirements. ◆ A project plan which identifies realistic timescales, necessary tasks, resources, milestones and project deliverables. ◆ User analysis, task analysis and design implications. ◆ A detailed design specification which demonstrates key theories of composition. <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Planning stage.</i></p>

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Project stage	Minimum Evidence Requirements
Stage 2 — Developing 55% maximum	<p>The assessor's role is as a facilitator and so to gain high marks the learner must demonstrate a high degree of autonomy in the planning activities.</p> <p>Evidence of the learner managing the project and designing and developing a tested solution to the project that includes:</p> <ul style="list-style-type: none"> ◆ Development of a prototype, based on the design specification. ◆ An evaluation of the prototype design. ◆ The implementation of the approved design solution for the project which demonstrates the use of current technologies and professional practice. ◆ Testing of the developed solution and documentation of results. ◆ Conducting a usability evaluation of the developed solution and an analysis of results. <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Developing stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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Project stage	Minimum Evidence Requirements
Stage 3 — Evaluating 20 % maximum	<p>The assessor's role is as a facilitator and so to gain high marks the learner must demonstrate a high degree of autonomy in the evaluating activities.</p> <p>Evidence should be in the form of a report showing the evaluation of the effectiveness of the approach/strategy taken, which includes all stages of the activity up to 20 Marks.</p> <p>The evaluation report should include all of the following:</p> <ul style="list-style-type: none"> ◆ An outline of the assignment and to what extent the solution met the original requirements of the assignment brief. ◆ An assessment of the strengths and weaknesses of the outputs of the practical assignment. ◆ Recommendations for any future development of the solution and reasons for these recommendations. ◆ A summary of any modifications to the project plan, solution design and/or implementation, that were made during the project. Including reference to any unforeseen events and how they were handled. ◆ Identification of any knowledge and skills which have been gained or developed while carrying out the project assignment and how the actions/process of carrying out the project could have been improved. <p><i>The learner must achieve all of the minimum evidence specified above in order to pass the Evaluating stage.</i></p>

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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Support notes

Guidance on grading and marks allocation to assessors and use of marking schemes will be given in the supporting Exemplar/Assessment Support Pack for this Unit.

For current information about grading and marking always refer to the latest version of the SQA publication *Guidance for the Implementation of Graded Units in Higher National Certificates and Diplomas* prior to start of delivery of this Graded Unit.

For project-based Graded Units, it is a requirement that learners must pass the Planning stage before progressing to the Developing stage, and must pass the Developing stage before progressing to the Evaluating stage. This means that assessors must be satisfied that learners have met the minimum Evidence Requirements for each stage before progressing to the next. However, it is important that assessors manage learner expectations and do not make irrevocable decisions on grading until the final stage is complete and assessors have had an opportunity to view the work as a whole. There will be an indication at each stage of how well a learner is performing.

A learner may do a wonderful job of the Planning stage but produce a basic competent practical assignment, or a learner might produce a basic plan for the production of an item but go on to produce an innovative and complex product at the Developing stage. The weighting for each stage therefore has to be taken into account. For example, if Planning is 30%, Developing 30% and Evaluating 40% and a learner provides just the minimum Evidence Requirements for Planning and Evaluating but does a fantastic job on Developing, the assessor must judge where the balance of grading should lie — clearly doing just one thing really well would not be sufficient to gain an overall high grade.

The final grading given should reflect the quality of the learner's evidence at the time of the Unit completion date and must take into account the grade levels indicated in each of the three stages by reference to the grade related criteria table on page 5. For example where a learner has been allowed revision/remediation, then this would indicate a grade 'C' for that stage, so overall a final grade 'A' would not be awarded. (Refer to Grade 'A' criteria 1 above — no high level of performance demonstrated in each stage.) However if some re-assessment opportunities were provided only for one stage, this would not necessarily preclude a grade 'B'.

When allocating the final grade on completion, a levelling process should be adopted taking the Grade Related Criteria and overall marks into account, eg a learner may achieve 20/40 for Planning following remediation, 35/40 for Developing, 17/20 for Evaluation — this would indicate an A grade (72 out of 100) but due to inadequate planning performance would not meet the A grade criteria and therefore may be levelled at a B grade.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

Graded Unit title: Interactive Media: Graded Unit 2

Guidance on the assessment task and managing the assessment

The project should be designed to meet the expectations of the aims and objectives of the HND Interactive Media award which are:

- ◆ develop learner knowledge and skills, such as planning, analysing and synthesizing
- ◆ develop employment skills and enhance learner employment prospects
- ◆ develop progression within the Scottish Credit and Qualifications Framework
- ◆ equip learners for employment by developing and promoting forward-looking, innovative and aspirational approaches to their work
- ◆ develop study and research skills
- ◆ develop transferable skills including Core Skills
- ◆ provide academic stimulus and challenge, and foster an enjoyment of the subject

The specific aims of this award are:

- ◆ offer an up-to-date award that reflects recent development within the interactive media sector
- ◆ enable learners to develop a mastery of contemporary software packages from industry leaders such as Adobe, Microsoft, Autodesk, Avid, etc
- ◆ provide a framework which is flexible and responsive to a rapidly-changing interactive media industry
- ◆ develop enduring vocational and specialist knowledge rather than transient, software or platform specific skills
- ◆ enhance employability through engagement with National Occupational Standards.
- ◆ allow for vendor-developed curriculum to be used in a supporting role and provide opportunities for learners to prepare for vendor certification
- ◆ promote collaborative and individual enterprise coupled with entrepreneurial and business skills
- ◆ promote achievement and skills development through 'evidence by product'
- ◆ offer options for vocational specialism in web development, interactive media creation and asset creation
- ◆ promote confidence and self-esteem
- ◆ encourage higher level skills such as self-directed learning and critical thinking

The assessor should meet the learner regularly to discuss their progress through the stages. These meetings should be treated by the assessor as a management review of the learner's activities keeping track of the progress of the project comparing the actual with the planned progress. This will allow the assessor to modify deliverable dates (in agreement with the learner) so that the learner manages to complete the work in the required time. The assessor should take a 'project' approach to this Graded Unit with a learner delivering a coherent piece of work. The project undertaken should provide the learner with the opportunity to develop knowledge and skills gained in the other Units of study.

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Graded Unit title: Interactive Media: Graded Unit 2

The assessor should ensure that the project allows a learner to produce the required evidence at SCQF level 8.

Plagiarism is a major issue for assessors in education and the assessor must ensure the authenticity of the learner evidence, particularly if the same scenario is being used. A learner should be formally issued with the statement, which follows:

Plagiarism

Assessors are required to ensure the authenticity of the learner's work. Regular progress meetings are one way of ensuring that the learner's work is their own. The opportunity should be taken at these meetings to use probing questions to authenticate the assessment material. Plagiarism is a potential issue with written work. Assessors must ensure that the learner is aware of their centre's plagiarism policy and ensure that submitted material is consistent with that policy. Further advice about plagiarism is available from SQA.

If a learner is found to have plagiarised or to have gained an unfair advantage by other means, the Centre should have in place procedures for dealing with this, including the authority to deem that the learner has failed the assessment. Learners should provide references in the form of footnotes and/or bibliography for any materials used and/or accessed which is not their own.

Centres should ensure that where research etc, is carried out in other establishments or under the supervision of others, that the learner does not receive unreasonable assistance.

Guidance on the content and context for this Unit

It is recommended that the learner should have completed or be in the process of completing the following Units relating to the above specific aims prior to undertaking this Graded Unit:

F1W0 34	<i>Project Management for IT</i>
F6BV 35	<i>Human Computer Interface</i>
F6BW 35	<i>Interactive Media Composition</i>
F6V5 35	<i>Designing and Developing an Interactive Product</i>
F6BY 35	<i>Professional and Legal Issues for Interactive Media Developers</i>

It is recommended that the project brief should include a sample of topics and issues selected from the Outcomes of these mandatory Units. This range of topics/issues is not exhaustive. Depending on the characteristics of the project brief, the assessor may draw Outcomes from other Units in the HN framework provided such Units were undertaken by the learner. The sample selected should take into account the aims of the Group Award and must not be onerous and restrict learners from producing innovative work.

Higher National Graded Unit specification: instructions for designing the assessment task and assessing learners (cont)

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Using ICT to Support Assessment

There is opportunity for peer evaluation of product design and implementation. The learners may be inclined to do this anyway but would benefit from a more formalised approach. The assessor must re-iterate to the learners that direct copying of work is not allowed, but in industry it would be normal practice to confer with colleagues and stimulate discussion, which may assist with problem solving.

It is recommended that learners should be encouraged to produce an e-portfolio of all work, or a digitised log-book. This may lift barriers for distance learning learners. If e-portfolios and or log-books are used the assessor should consult the publications available from the e-assessment section of the SQA website, including the following:

SQA Guidelines on Online Assessment for Further Education (March 2003)

SQA Guidance on Using E-Portfolios (March 2012)

Disabled learners and/or those with additional support needs

The additional support needs of individual learners should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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General information for learners

Graded Unit title: Interactive Media: Graded Unit 2

The Graded Unit Project is a 2 credit mandatory Unit within the award HND Interactive Media. It is designed to integrate and apply the knowledge you have gained whilst undertaking a range of mandatory Units within the award.

The assessment is a practical assignment, whereby you will be required to analyse, plan, design, develop, test and evaluate a small scale interactive media product and then complete a self evaluation. This project will give you opportunities to develop your existing knowledge and skills, the relevant National Occupational Standards (NOS), eg Creative Skillset and e-skills and meet the aims of the Group Award. Your assessor can give you more details of these.

When you are given the assessment task instructions you will also be given a date for submission of the practical assignment.

During this time you may ask you tutors for clarification, guidance and reasonable assistance.

There are three stages and each stage has allocated marks as follows:

- ◆ Planning — 25 marks
- ◆ Developing — 55 marks
- ◆ Evaluating — 20 marks

You must pass each stage, in order, before proceeding to the next. To pass a stage you must have supplied and passed all the minimum evidence required for that stage. Your tutor will give you further information of what minimum evidence is required for each stage.

Successful achievement of the Unit will be graded based on the final mark attained as follows:

- ◆ Grade A: 70–100%
- ◆ Grade B: 60–69%
- ◆ Grade C: 50–59%

This grade will apply only to the Graded Unit and not to the Group Award as a whole.

A grade will not be given until the final stage is complete and your work can be viewed as a whole. Grades are subject to external verification by SQA. Any remediation will affect your chance of getting an A grade.

Arrangements for remediation and re-assessment will be in line with your centre's policy, however, if for any reason you were to be unsuccessful in the project overall, re-assessment must be on a substantially different project. It should be noted that your centre may not be able to provide the opportunity to undertake a substantially different project within the same academic year.