

iMedia Users

Level 2 Certificate/Diploma

05580 (2008)

Centre Handbook

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1 Introduction

This Centre Handbook provides information for centre staff involved in the planning, delivery and assessment of the following qualification which has been accredited onto the National Qualifications Framework (NQF) at Level 2:

OCR Level 2 Certificate/Diploma for iMedia Users

Scheme Code 05580

It is important that centre staff involved in the delivery of the above qualification understand the requirements laid down in this handbook. Centres should therefore ensure that staff have access to this publication.

A copy of this handbook is provided free to all centres on centre approval. Further copies are available to download from our website www.ocr.org.uk or, where preferred, centres may purchase additional copies from OCR Publications (0870 770 6622).

1.1 The OCR Level 2 Certificate/Diploma for iMedia Users

The OCR Level 2 Certificate/Diploma for iMedia Users provides candidates with a high quality, industry-recognised award. It is a vocationally-related qualification that provides valuable opportunities for individuals to develop skills and gain underpinning knowledge and understanding which will support entry into, or further development of skills in, a wide range of job roles within the dynamic interactive media industry. It supports achievement of Key Skills and relates to national occupational standards thereby providing an ideal progression to National Vocational Qualifications (NVQs) once individuals are in suitable employment.

1.2 Administration arrangements for this qualification

A separate publication, the *Administrative Guide to Vocational Qualifications* (code A850), provides full details of the administration arrangements for these qualifications. The Administrative Guide is issued free on centre approval and is available on our website: www.ocr.org.uk.

1.3 If centre staff have queries

This Centre Handbook and the Administrative Guide contain all the information needed to deliver and administer this qualification. If centre staff have any queries about this qualification that are not answered in these publications, they should refer to the section **Further support and information** for details of who to contact for further support.

1.4 Documentation updates

The information provided in this handbook was correct at the time of production. Occasionally OCR may update this information. Please refer to the qualification home pages on our website www.ocr.org.uk for details regarding updates to this qualification. For your convenience, the latest amended version of this handbook is available to download from the OCR website.

2 General information

2.1 Qualification profile: Certificate

Title	OCR Level 2 Certificate for iMedia Users
OCR code	05580
Level	This qualification has been accredited on to the National Qualifications Framework (NQF) at Level 2
QAN	100/5678/6
This qualification is suitable for	It will be suitable for those in full-time education who wish to gain access to the iMedia industry. It will also be suitable for those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role; and those following part-time courses for skill development or recreational purposes.
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of one mandatory unit and two optional units.
Assessment and grading	All units will be centre assessed and externally moderated by OCR. Units will be graded Pass or Fail.
Funding	This qualification has been accredited on to the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above
National occupational standards	This qualification relates to the National Occupational Standards for Interactive Media
Key Skills	Signposting to Key Skills is provided within the Centre Handbook
Last entry date*	31/12/2010
Last certification date*	31/12/2012

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

2.1 Qualification profile: Diploma

Title	OCR Level 2 Diploma for iMedia Users
OCR code	05580D
Level	This qualification has been accredited on to the National Qualifications Framework (NQF) at Level 2
QAN	100/5679/8
This qualification is suitable for	It will be suitable for those in full-time education who wish to gain access to the iMedia industry. It will also be suitable for those in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role; and those following part-time courses for skill development or recreational purposes.
Entry requirements	There are no formal entry requirements for this qualification
Qualification structure	To achieve this qualification, candidates must complete a total of one mandatory unit and four optional units.
Assessment and grading	All units will be centre assessed and externally moderated by OCR. Units will be graded Pass or Fail.
Funding	This qualification has been accredited on to the NQF and, as such, is eligible for public funding. When seeking public funding, centres will need to provide the Qualification Accreditation Number (QAN) shown above
National occupational standards	This qualification relates to the National Occupational Standards for Interactive Media
Key Skills	Signposting to Key Skills is provided within the Centre Handbook
Last entry date*	31/12/2010
Last certification date*	31/12/2012

*OCR will inform centres of changes to these dates. Please refer to our website www.ocr.org.uk for current dates. All centre records must be updated accordingly.

2.2 Target market

The Certificate/Diploma for iMedia Users will be appropriate for those:

- in full-time education who wish to gain access to the iMedia industry
- in employment who wish to develop skills in one or more specialist areas in order to meet the requirements of their workplace situation and job role
- following part-time courses for skill development or recreational purposes.

2.3 Qualification aims

This qualification is available as a Certificate and a Diploma.

OCR Level 2 Certificate for iMedia Users

OCR Level 2 Diploma for iMedia Users

The Level 2 Certificate and Diploma for iMedia Users have been designed to be accessible to learners who are entirely new to using iMedia solutions and as such it is common for it to accredit the first learning journey a candidate may make in this area.

In order to achieve these qualifications, candidates must be able to meet all the requirements of the specification. No barriers are introduced through minimum entry requirements. However, it is expected that candidates will be working at around Level 2 of the National Qualifications Framework and the specification requirements reflect this.

Although there are no formal entry requirements for the Level 2 Certificate and Diploma, it is anticipated that, before embarking on this programme, potential candidates will be able to:

- show evidence of creativity
- demonstrate basic IT literacy and show an interest in developing their skills further
- demonstrate skills and knowledge at or above Level 2 in the Key Skills areas of Communication and Working with Others

The qualification aims to:

- develop candidates' knowledge of the functionality within a range of different software applications and their ability to use different applications effectively to complete tasks
- develop candidates' ability to manage information and data in a variety of applications

- develop candidates' ability to plan and prioritise tasks effectively
- develop candidates' skills and knowledge in contexts that are directly relevant to employment situations
- encourage progression by assisting in the development of skills and knowledge that learners will need to undertake further study.

2.4 Statement of level

The OCR Level 2 Certificate/Diploma for iMedia Users will assess skills at Level 2 of the National Framework of Qualifications.

The qualifications relate to the Interactive Media National Occupation Standards developed by Skillset. The structure of the qualification at Level 2 complements the Level 1 and 3 and allows for progression and also provides the underpinning knowledge appropriate to Level 2 NVQ.

2.5 Entry requirements

This qualification is available to anyone who is capable of reaching the required standards. It has been developed free from any barriers that restrict access or progression thereby promoting equal opportunities.

All centre staff involved in the assessment or delivery of this qualification should understand the requirements of the qualification and match them to the needs and capabilities of individual learners before entering them as candidates for this qualification.

There are no formal requirements for the Level 2 Certificate/Diploma for iMedia Users. Candidates will be expected to have a standard of literacy and numeracy and a level of industry knowledge appropriate for a person working at Level 2.

2.6 Entry restrictions

There are no restrictions for entry for this qualification.

2.7 Progression opportunities

Candidates who are successful in achieving the OCR Level 2 Certificate/Diploma for iMedia Users will be able to progress directly to the OCR Level 3 Certificate/Diploma for iMedia Users.

Those candidates who wish to extend their skills at Level 2 will be able to progress to different optional units.

2.8 Supporting candidates

Centres should ensure that candidates are informed of the title and level of the qualification they have been entered for and that Oxford Cambridge and RSA Examinations (OCR) is the awarding body for their chosen qualification.

2.9 Wider issues

This qualification provides potential for centres to develop candidates' understanding of spiritual, moral, ethical, social and cultural issues and heighten candidates' awareness of environmental issues, health and safety considerations and European developments.

Spiritual, moral, ethical, social and cultural issues

Teachers and tutors delivering a course in OCR Level 2 Certificate/Diploma for iMedia Users that supports these specifications would have opportunities to address ethical, social and moral values throughout all units such as:

- confidentiality of information (employer and clients)
- computer misuse
- responsibility of honesty and accuracy in recording, manipulating and presenting data
- the need to ensure data security.

The scenario-based subject matter of assessment materials may (in non-controversial ways) address spiritual, moral, ethical, social and cultural issues

Environmental issues, health and safety considerations and European developments

Teachers and tutors delivering a programme of learning leading towards the OCR Level 2 Certificate/Diploma for iMedia Users would have opportunities to address health and safety issues, environmental issues and European developments throughout all units, in the exploration of issues such as:

- correct procedures for working with IT equipment
- repetitive strain injury
- print consumables
- energy saving software.

2.10 Guided learning hours

The time it will take a candidate to complete this qualification will depend on a number of things, for instance, mode of study (ie. whether full-time or part-time) and level of knowledge or experience on entry onto the programme of study. As a general guide the units in this qualification are likely to require the following numbers of guided learning hours (glh).

Title		QCA No	glh
Unit 1	Digital Graphics	L/103/4520	30
Unit 2	Web Authoring	L/103/4517	30
Unit 3	Digital Animation	R/103/4518	30
Unit 4	Interactive Multimedia Concepts	Y/103/4519	30
Unit 5	Digital Sound	R/103/4521	30
Unit 6	Digital Video	Y/103/4522	30
Unit 7	2D Game Engines	D/103/4523	30
Unit 8	Game Design	H/103/4524	30

2.11 Funding

This qualification is accredited at Level 2 of the National Qualifications Framework and is eligible for funding under Section 96 and/or 97 arrangements. Should you require any more information on funding please contact The Learning and Skills Council.

2.12 Mode of delivery

OCR does not specify the mode of study or specify a time limit for the achievement of this qualification other than the expiry dates for entry and certification laid down by the regulatory authorities detailed in the qualification profiles.

Centres are free to deliver this qualification using any mode of delivery that meets the needs of their candidates. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified below.

Centres should consider the candidates' complete learning experience when designing learning programmes. This is particularly important in relation to candidates studying part-time alongside real work commitments where candidates may bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors.

2.13 Resources

OCR strongly advises that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Candidates should be encouraged to read around the subject and have an appropriate knowledge of the application of the appropriate legislation (eg Health and Safety, Copyright and Intellectual Property).

Centres will need to provide appropriate assessment facilities for candidates that comply with the regulations laid down by OCR (*the Administrative Guide to Vocational Qualifications* – code A850).

Centres will need to meet the above requirements when they seek centre approval from OCR.

Centres should ensure that appropriate physical resources are available in line with guidance provided in this handbook.

2.14 Delivery in Wales and Northern Ireland

The specification for this qualification has been approved by the Department for Education, Lifelong Learning and Skills (DELLS) for use by centres in Wales and by the Council for the Curriculum Examinations and Assessment (CCEA) for use by centres in Northern Ireland.

Candidates in Wales or Northern Ireland should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral so that candidates may apply whatever is appropriate to their own situation.

We will provide specifications, assessments and supporting documentation in English.

Further information concerning the provision of assessment materials in Welsh and Irish may be obtained from the OCR Customer Contact Centre: 024 76 851509.

2.15 Arrangements for candidates with access-related needs

We aim to make sure that all candidates are given equal opportunity to demonstrate their skills.

OCR recognises that there are some candidates who can demonstrate attainment in the skills being assessed, but who may be disadvantaged by standard assessment arrangements. For these candidates standard assessment arrangements may be adjusted to enable them to compete on an equal basis with other candidates, provided that the adjustments do not compromise the integrity of the qualification.

Adjustments to standard assessment arrangements are made on the basis of the individual needs of candidates. This is to ensure that the adjustment will only compensate candidates for their particular difficulty without giving them an advantage over others.

It is important, therefore, that centres identify as early as possible whether candidates have disabilities or particular difficulties that will put them at a disadvantage in the assessment situation and select an appropriate qualification or adjustment that will allow them to demonstrate attainment.

The responsibility for providing adjustments to assessment is one which is shared between OCR and the centre. Centre staff should consult the OCR publication *Access to Assessment: NVQs, Vocationally-related Qualifications (VRQs) and other Vocational Qualifications - Regulations and Guidance Relating to Candidates with Particular Requirements* (code L016) for a description of their responsibilities and the procedures by which adjustments can be made.

For further guidance on specific assessment requirements of individual qualifications and appropriate adjustments to assessment, centres are advised to contact the relevant Qualifications Team at OCR's Coventry office.

2.16 Results enquiries and appeals

Please refer to the *Administrative Guide to Vocational Qualifications* (code A850).

2.17 Centre malpractice guidance

It is the responsibility of the Head of Centre* to report (in writing) all cases of suspected malpractice involving centre staff or candidates, to the OCR Quality and Standards division.

When asked to do so by OCR, Heads of Centres are required to investigate instances of malpractice promptly, and report the outcomes to the OCR Quality and Standards division.

Further information is contained in the publication *Malpractice in Examinations and Assessment* (code R322) which is available from the OCR Customer Contact Centre: 024 76 851509.

* The Head of Centre is defined as the most senior officer in the organisation, directly responsible for the delivery of OCR qualifications, eg the Principal of a College, the Head Teacher of a school, the Managing Director of a private Training Provider or the Group Training Manager of a major company.

3 Assessment and moderation

3.1 Assessment

Each unit within these specifications is designed around the principle that candidates will build a portfolio of evidence for a final assignment meeting the unit assessment objectives. This assignment must be carried out independently by the candidate.

The unit assessment objectives reflect the demands of the learning outcomes for each unit.

In order for candidates to be able to progress effectively towards meeting the requirements of each assessment objective, tutors must make sure that the supporting knowledge, skills and understanding requirements for each objective are fully addressed. The identified knowledge, skills and understanding are not exhaustive and may be expanded upon or tailored to particular contexts to which the unit is being taught and the assessment objective applied.

We recommend that teaching and development of subject content and associated skills be referenced to real vocational situations, through the utilisation of appropriate work-based contact, vocationally experienced delivery personnel, and real life case studies.

Assessment of this qualification will be conducted in accordance with the appropriate codes of practice approved and published by the regulatory authorities.

Key features of the assessment of this qualification are:

- All units are locally assessed by the centre and then externally moderated by OCR.
- Performance at unit level is graded as Pass or Fail based on the achievement of all the assessment objectives.

Centre-assessed units

All units are centre-assessed and externally moderated by OCR. Centres will need to devise activities/assignments that enable candidates to meet all of the assessment objectives in these units. To help centres with this, OCR has produced specific assessment requirements for each unit. These can be found within each unit.

When candidates complete an assignment/activity, the centre assessor (usually the teacher/tutor) assesses their work. Centres will need to identify staff who will act as assessors. Assessors will need to have experience in making judgments about candidates' progress.

Assessors must:

- judge candidate work against the standard identified in the Assessment Guidance

- identify valid and sufficient evidence
- identify gaps in evidence
- give feedback to candidates
- liaise with other assessors in the centre to ensure standards
- verify candidate achievement by completing and “signing” OCR documentation (ie Evidence Checklists which will be electronic format within the e-portfolio solution)
- maintain records of candidates’ achievements.

Tutors should ensure that files uploaded to the e-portfolio are of a size and format appropriate for submission to a web-based server making effective use of optimisation and/or compression techniques.

Internal standardisation

Internal standardisation is an important part of the local assessment process. Centres will be required to demonstrate that a system is in place which ensures that all assessment is being carried out in a similar way and to an equivalent standard across all teachers/tutors acting as assessors. OCR will require evidence of this process. Centres are required to keep evidence of standardisation and records of any decisions/issues for a minimum of one year.

In order to maintain a consistent approach to internal standardisation, a centre co-ordinator should be nominated. The centre co-ordinator will be responsible for:

- maintaining a list of current assessors
- ensuring that all current assessors are working to the same standard
- arranging regular meetings
- ensuring cross-moderation of work between assessors
- maintaining records of the outcome of cross-moderation activities
- regularly sampling the assessment of all assessors and documenting the outcome
- advising assessors of any discrepancies in assessment and suggesting ways in which assessment may be brought into line with the work of other assessors
- completing the relevant centre standardisation document.

External moderation

External moderation ensures centres’ internal assessments meet the national requirements of these qualifications.

OCR Examiner-moderators are appointed by OCR to moderate centre assessment decisions.

OCR requires that all e-Evidence Checklists submitted in support of achievement are completed by the tutor prior to submission for moderation.

Tutors must check that each aspect of the criteria has been successfully met by the candidate before work is sent for external moderation.

Centres must use the OCR e-portfolio solution to submit candidate work to the OCR-appointed Examiner-moderator.

External moderation of a centre's assessment decisions is achieved through systematic sampling. The assessment decisions of each assessor submitting work will be sampled. The outcomes of moderation will apply to all work submitted in each batch for moderation. No substitution of candidates' work will be allowed unless prior agreement of OCR has been obtained.

The Examiner-moderator will complete a Centre Feedback Report Form (eNQF6) for the batch. If the centre assessment is satisfactory, arrangements will be made for certification.

If the centre assessment is inaccurate, the necessary amendments to candidates' achievements will be recorded on the Centre Feedback Report Form (eNQF6), and certification will reflect these amendments.

Examiner-moderators are not empowered to enter into direct contact with centres. In no circumstances must centres attempt to contact their Examiner-moderator in any way other than through posting candidate work to the address provided to them by OCR. Any queries concerning the units or assessment must be directed to OCR, Coventry.

4 Certification

Candidates who reach the required level for all units that make up a full award will receive:

- a certificate listing the units and
- a certificate giving the full qualification title

OCR Level 2 Certificate for iMedia Users

OCR Level 2 Diploma for iMedia Users

Candidates achieving one or more units but who do not meet the requirements for a full certificate will receive a certificate listing the units they have achieved.

4.1 Claiming certificates

Certificates will be issued with results for successful candidates. In order to ensure that these are automatically issued centres must ensure that the OCR candidate number is **always** used where a candidate has already achieved one or more units. See the *Administrative Guide to Vocational Qualifications* (code A850) for full details.

4.2 Replacement certificates

If a replacement certificate is required a request must be made to the OCR Operations Division on 024 76 470033, or in writing to the Coventry office, and an application form with further instructions will be sent. A charge will be made for a replacement certificate.

5 Qualification structure and units

5.1 Qualification structure

Candidates do not have to achieve units in any particular order and tutors should tailor learning programmes to meet individual candidate needs. It is recommended that, wherever possible, centres adopt an holistic approach to the delivery of the qualifications and identify opportunities to link the units.

If a candidate is not able to complete a full award, their achievements will be recognised through the issue of a unit certificate listing the units achieved.

OCR Level 2 Certificate for iMedia Users (Qualification Accreditation Number 100/5678/6)

In order to achieve the OCR Level 2 Certificate for iMedia Users, candidates must achieve the mandatory unit plus two optional units.

OCR Level 2 Diploma for iMedia Users (Qualification Accreditation Number 100/5679/8)

In order to achieve the OCR Level 2 Diploma for iMedia Users, candidates must achieve the mandatory unit plus four optional units.

Units are listed below:

Unit 1	Digital graphics (QCA Unit Number L/103/4520)
Unit 2	Web authoring (QCA Unit Number L/103/4517)
Unit 3	Digital animation (QCA Unit Number R/103/4518)
Unit 4	Interactive multimedia concepts (QCA Unit Number Y/103/4519)
Unit 5	Digital sound (QCA Unit Number R/103/4521)
Unit 6	Digital video (QCA Unit Number Y/103/4522)
Unit 7	2D game engines (QCA Unit Number D/103/4523)
Unit 8	Game design (QCA Unit Number H/103/4524)

5.2 Unit format

Learning outcomes

This section describes the learning outcomes that a candidate will achieve when meeting the assessment objectives associated with the unit.

Assessment objectives

This section describes the objectives that candidates will be assessed against. It is a mandatory requirement of this/these qualification(s) that candidates provide evidence of their knowledge, skills and understanding in relation to each assessment objective.

Knowledge, skills and understanding

This section sets out the underpinning, knowledge, skills and understanding which candidates will need in order to be able to undertake the assessment for the unit and to meet the requirements of the assessment objectives. Tutors should cover all of the knowledge, skills and understanding requirements fully prior to entering candidates for assessment.

Assessment

This section specifies the requirements in relation to assessment of the unit. It details the way in which the assessment objectives will be assessed by OCR examiner-moderators.

Unit 1 DIGITAL GRAPHICS

Unit description

This unit is designed to provide candidates with an understanding of the types and uses of digital graphics. Candidates will explore the equipment and settings required to take photographs and source digital images. They will be able to develop competencies in using digital image manipulation software to edit digital images to a particular specification and will be able to save these in different formats for different purposes.

Learning outcomes

A candidate following a programme of learning leading to this unit will be able to:

- Explore digital images
- Plan a digital image to a brief
- Create and edit digital images
- Review the completed digital graphic against the brief

Recommended prior learning

There are no requirements for prior learning.

Recommended guided learning hours

The recommended guided learning hours for this unit is 30 hours.

Entry restrictions

There are no prohibited combinations of entry.

Assessment objectives	Knowledge, skills and understanding
1 Explore digital images	
a) explore equipment, settings and uses for digital images	<ul style="list-style-type: none"> • different types of digital graphics (eg bitmap/raster, vector) • understand where, when and how they are used (eg publishing, web, CD ROM) • types and capabilities of digital cameras (eg compact digital, SLR, mobile phone, digital video stills, webcam) • experiment with parts and settings of a digital camera (e.g. lens, shutter, flash, LCD, memory card connection, zoom settings) • use alternative methods obtaining images (eg tablet, scanner, mobile phone) • explore basic rules of photography and composition (eg rule of thirds, leading lines, frames, perspective)
2 Plan a digital image to a brief	
a) plan digital images to a brief	<ul style="list-style-type: none"> • identify client requirements (e.g. discussion, written brief/specification/assets) • use planning methods (e.g. visualise, conceptualise, storyboard/identify sources) • identify and record source details, permissions and copyright implications for use • identify timescales and deadlines
3 Create and edit digital images	
a) source multiple digital images to the plan	<ul style="list-style-type: none"> • select features and settings of the digital camera to capture appropriate digital images (e.g. picturing taking mode and playback mode, lens zoom, image quality and resolution settings) • source additional images (eg from internet, CD, libraries)
b) transfer and save the digital images	<ul style="list-style-type: none"> • different types of file formats for web or print use and common file extensions (eg jpeg, tif, png, gif, psd) • transfer photographs from camera to computer or other storage location • file/folder naming conventions and asset management (eg digital workflow processes, album organisation, rating, sorting, tagging, stacking)
c) use multiple editing features within the chosen application to edit the images	<ul style="list-style-type: none"> • use a selection of features eg: <ul style="list-style-type: none"> o image processing and manipulation techniques (eg cropping, rotating, brightness and contrast, levels, colour adjustment, image size and resolution, sharpening) o editing tools and techniques (eg cloning and retouching, colour toning, filters and effects, red eye) o selection tools (eg selection menu) o layers (eg creating, copying) o text (eg adding text)

d) save in an appropriate format	<ul style="list-style-type: none"> • save as different file sizes and formats for web and print (eg image pixel dimensions, dpi resolution, jpeg image quality settings) • save with common file extensions (eg tif, jpg, gif)
4 Review the completed digital graphic against the brief	
a) Review the final product against the original brief	<ul style="list-style-type: none"> • client requirements and feedback • quality of finished product • fitness for purpose • identify parameters and constraints that influenced decisions made eg asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR, trademarks etc • maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given

Assessment

Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised but centres must ensure that these allow candidates to achieve all the assessment objectives.

For centre devised assignments please submit a copy of centre devised assignments. This may be stored as a resource from tutors against a unit prior to assigning to candidates. Please see the MAPs Tutor Guidance document for further information.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved and explain why in certain situations decisions were made.

Evidence

Candidates will be required to complete OCR-provided on-line forms, to identify where and how the assessment objectives have been met. Additionally, candidates will be required to provide a planning and review document and copies of the work they have produced as part of their tasks to include sourced and captured images, edited images and final product. Narrative explaining actions and decisions with screen captures also evidences candidate knowledge and understanding may be included within the planning and review document.

An evidence checklist is completed as candidates upload their work to the e-portfolio. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is useful if the candidate references the submitted evidence to show how the evidence meets the assessment objectives with page references etc.

Tutors should ensure that files uploaded to the e-portfolio are of a size and format appropriate for submission to a web-based server making effective use of optimisation and/or compression techniques.

OCR LEVEL 2 CERTIFICATE FOR IMEDIA USERS

UNIT 1 DIGITAL GRAPHICS

PRE-UPLOAD/PRACTICE EVIDENCE CHECKLIST

This is to assist a candidate when completing the live assessment or as guidance during the practice assignments. Candidates are required to complete an on-line version when submitting live assessment material via the e-portfolio.			
Assessment objective		File reference	Page Reference
1a	Explore equipment, settings and uses for digital images		
2a	Plan digital images to a brief		
3a	Source multiple digital images to the plan		
3b	Transfer and save the digital images		
3c	Use multiple editing features within the chosen application to edit the images		
3d	Save in an appropriate format		
4a	Review the final product against the original brief		

Unit 2 WEB AUTHORIZING

Unit description

This unit is designed to accredit an understanding of the capabilities of web authoring and the skills involved in building a website. Candidates will develop an understanding of the requirements and capabilities of web authoring and the necessary resources. They will be able to use appropriate software to create, add content, test, publish and review a website.

Learning outcomes

A candidate following a programme of learning leading to this unit will be able to:

- Explore website structure, requirements and capabilities of web authoring
- Plan a website structure
- Create and add content to a website
- Review the final website

Recommended prior learning

There are no requirements for prior learning.

Recommended guided learning hours

The recommended guided learning hours for this unit is 30 hours.

Entry restrictions

There are no prohibited combinations of entry.

Assessment objectives	Knowledge, skills and understanding
1 Explore website structure, requirements and capabilities of web authoring	
a) identify website structure and technology needed to access web pages	<ul style="list-style-type: none"> • explore methods of creating multi-page web sites • determine the purpose, features, structure and content of web sites • examine a range of existing web sites <ul style="list-style-type: none"> o news/information (NHS, BBC) o brand/advertising o collaborative, social networking, wikis etc • consider ways of accessing web pages (eg computer, mobile phone, personal digital assistant, digital television/satellite) • discover ways of connecting to the internet (eg dial-up, broadband, wireless, bluetooth) • examine and edit web code <ul style="list-style-type: none"> o using software code view and editor o viewing source code in a browser • understand the difference between relative and absolute hyperlinks
2 Plan a website structure	
a) plan the website to a specific brief	<ul style="list-style-type: none"> • identify client requirements (e.g. discussion, written brief/specification/assets) • use planning methods (e.g. visualise, conceptualise, storyboard/identify sources) • identify and record source details, permissions and copyright implications for use • identify timescales and deadlines
b) create a site map and design the website with 4-6 pages	<ul style="list-style-type: none"> • create a site map/structure • identify site navigation • identify page content, format and master layouts to include: <ul style="list-style-type: none"> o text properties and styles (e.g. font, colour, size) o list formats o tables o correctly prepared graphics and/or moving images (ie video and/or animation) o internal and external hyperlinks o consistent navigation bar (enable a user to navigate the whole site without using the [back] button in the browser)

3 Create and add content to a website	
a) create a planned website	<ul style="list-style-type: none"> • create and manage a suitable development folder structure • create a website using a master page • explain reasons for using master page (eg adds uniformity, ease of updating) • identify ways of using master page to build websites more efficiently
b) source assets and insert content to the planned website	<ul style="list-style-type: none"> • Include as planned eg <ul style="list-style-type: none"> o text o lists o tables o graphics and/or moving images o hyperlinks o navigation bar
c) save web pages	<ul style="list-style-type: none"> • save using appropriate naming conventions (e.g. index.htm, home.htm/logical file names) • <u>publish a web page</u>
d) test website functionality	<ul style="list-style-type: none"> • create a test plan • test for: <ul style="list-style-type: none"> o basic functionality o navigation o browser compatibility o display
4 Review the final website	
a) review the website against the original brief	<ul style="list-style-type: none"> • client requirements and feedback • quality of finished product • fitness for purpose • identify parameters and constraints that influenced decisions made eg asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR, trademarks etc • maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given

Assessment

Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised but centres must ensure that these allow candidates to achieve all the assessment objectives.

For Centre devised assignments please submit a copy of centre devised assignments. This may be stored as a resource from tutors against a unit prior to assigning to candidates. Please see the MAPs Tutor Guidance document for further information.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved and explain why in certain situations decisions were made.

Evidence

Candidates will be required to complete OCR-provided on-line forms, to identify where and how the assessment objectives have been met. Additionally, candidates will be required to provide a planning and review document and a full working version of the produced website (that is not published in the public domain prior to moderation) to include assets and links. The final web site should be zipped into a final .zip file and uploaded using the “My Website” option in the e-portfolio. Narrative explaining actions and decisions with screen captures also evidences candidate knowledge and understanding may be included within the planning and review document.

An evidence checklist is completed as candidates upload their work to the e-portfolio. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is useful if the candidate references the submitted evidence to show how the evidence meets the assessment objectives with page references etc.

Tutors should ensure that files uploaded to the e-portfolio are of a size and format appropriate for submission to a web-based server making effective use of optimisation and/or compression techniques.

OCR LEVEL 2 CERTIFICATE FOR IMEDIA USERS UNIT 2 WEB AUTHORING

PRE-UPLOAD/PRACTICE EVIDENCE CHECKLIST

This is to assist a candidate when completing the live assessment or as guidance during the practice assignments. Candidates are required to complete an on-line version when submitting live assessment material via the e-portfolio.

Assessment objective		File reference	Page Reference
1a	Identify website structure and technology needed to access web pages		
2a	Plan the website to a specific brief		
2b	Create a site map and design the website with 4-6 pages		
3a	Create a planned website		
3b	Source assets and insert content to the planned website		
3c	Save web pages		
3d	Test website functionality		
4a	Review the website against the original brief		

Unit 3 DIGITAL ANIMATION

Unit description

This unit is designed to accredit understanding of animation techniques and skills in the creation of digital animation. Candidates will firstly develop an understanding of what a basic animation is and how it is produced. They will then explore what digital animation is and where, when and why it is used. They will be able to use a digital animation program to create and test a simple animation that is suitable for integration into digital pages. They will be able to export the animation files in the correct format.

Learning outcomes

A candidate following a programme of learning leading to this unit will be able to:

- Explore animation techniques
- Plan a digital animation
- Create a digital animation
- Review the completed animation

Recommended prior learning

There are no requirements for prior learning.

Recommended guided learning hours

The recommended guided learning hours for this unit is 30 hours.

Entry restrictions

There are no prohibited combinations of entry.

Assessment objectives	Knowledge, skills and understanding
1 Explore animation techniques	
a) explore animation techniques and digitise work	<ul style="list-style-type: none"> • types of animation (e.g. hand drawn flipbook, cell animation, time lapse photography, cut out animation, computer animation, modelling, stop motion) • methods of creating animation • file formats and players for use with digital animation
2 Plan a digital animation	
a) plan the animation to a specific brief	<ul style="list-style-type: none"> • identify client requirements (e.g. discussion, written brief/specification/assets) • use planning methods (e.g. visualise, conceptualise and identify sources) • identify and record source details, permissions and copyright implications for use • identify timescales and deadlines
b) create a pre-production storyboard of 4-6 sketches for a 20-30 second animation	<ul style="list-style-type: none"> • create a storyboard to illustrate the progression of animated movement • identify number of frames, timing, frame rate, animation techniques and software functions • identify assets
3 Create a digital animation	
a) produce the digital animation to the brief	<ul style="list-style-type: none"> • import assets and place on the timeline • use the software interface to manage assets (eg libraries, organisers)
b) use a range of functions within software to create the animation	<ul style="list-style-type: none"> • use assets, tools and timeline to create the animation • animation approach eg frame by frame, shape and motion tweening • use, create and manage keyframes • tools and options (eg selection and transformation) • drawing and text tools (eg geometric, line, pen, brush, text, stroke, fill and paint, erase, applying colour, or equivalent) • transitions and effects (eg fade, dissolve, cut)
c) save the animation	<ul style="list-style-type: none"> • use appropriate naming conventions • select appropriate file formats eg for web • apply suitable optimisation techniques and settings • choose appropriate size relating to quality • test/check the saved animation file • export/publish the animation
d) test the animation	<ul style="list-style-type: none"> • create a test plan • test for: <ul style="list-style-type: none"> o basic functionality o display o movement

4 Review the completed animation	
a) review the animation against the original brief	<ul style="list-style-type: none"> • client requirements and feedback • quality of finished product • fitness for purpose • identify parameters and constraints that influenced decisions made eg asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR, trademarks etc • maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given

Assessment

Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised but centres must ensure that these allow candidates to achieve all the assessment objectives.

For Centre devised assignments please submit a copy of centre devised assignments. This may be stored as a resource from tutors against a unit prior to assigning to candidates. Please see the MAPs Tutor Guidance document for further information.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved and explain why in certain situations decisions were made.

Evidence

Candidates will be required to complete OCR-provided on-line forms, to identify where and how the assessment objectives have been met. Additionally, candidates will be required to provide a planning and review document and a full working animation. Narrative explaining actions and decisions with screen captures also evidences candidate knowledge and understanding may be included within the planning and review document.

An evidence checklist is completed as candidates upload their work to the e-portfolio. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is useful if the candidate references the submitted evidence to show how the evidence meets the assessment objectives with page references etc.

Tutors should ensure that files uploaded to the e-portfolio are of a size and format appropriate for submission to a web-based server making effective use of optimisation and/or compression techniques.

OCR LEVEL 2 CERTIFICATE FOR IMEDIA USERS UNIT 3 DIGITAL ANIMATION

PRE-UPLOAD/PRACTICE EVIDENCE CHECKLIST

This is to assist a candidate when completing the live assessment or as guidance during the practice assignments. Candidates are required to complete an on-line version when submitting live assessment material via the e-portfolio.

Assessment objective		File reference	Page Reference
1a	Explore animation techniques and digitise work		
2a	Plan the animation to a specific brief		
2b	Create a pre-production storyboard of 4-6 sketches for a 20-30 second animation		
3a	Produce the digital animation to the brief		
3b	Use a range of functions within software to create the animation		
3c	Save the animation		
3d	Test the animation		
4a	Review the animation against the original brief		

Unit 4 INTERACTIVE MULTIMEDIA CONCEPTS

Unit description

The aim of this unit is to introduce learners to multimedia technologies, applications and design processes. Candidates will investigate how multimedia is used effectively in a range of existing professional products. The unit will equip learners with the knowledge and skills to creatively design, test and implement elements of a multimedia product using multimedia authoring tools including a variety of media content from images to video.

Learning outcomes

A candidate following a programme of learning leading to this unit will be able to:

- Explore the technology required to produce a multimedia product
- Plan an interactive multimedia product
- Create a multimedia product
- Review a multimedia product

Recommended prior learning

There are no requirements for prior learning.

Recommended guided learning hours

The recommended guided learning hours for this unit is 30 hours.

Entry restrictions

There are no prohibited combinations of entry.

Assessment objectives	Knowledge, skills and understanding
1 Explore the technology required to produce a multimedia product	
a) identify equipment and technology needed to create and view a multimedia product	<ul style="list-style-type: none"> • identify purpose (eg Entertainment, Education, Advertising) • consider appropriate hardware relevant for multimedia development <ul style="list-style-type: none"> o platforms (e.g. computer/mobile phone) o peripheral devices (e.g. speakers, touch screens, voice recognition, wireless devices) • bandwidth of network and Internet connections • file formats supported by media players
2 Plan an interactive multimedia product	
a) plan the interactive multimedia product to a specific brief	<ul style="list-style-type: none"> • identify client requirements (e.g. discussion, written brief/specification/assets) • use planning methods (eg visualise, conceptualise and identify sources) • identify and record source details, permissions and copyright implications for use • identify timescales and deadlines
b) identify design principles and content	<ul style="list-style-type: none"> • apply design principles (eg non-linear structure, screen size, interaction, narrative, navigation, GUI) • identify content type <ul style="list-style-type: none"> o vector drawings/graphics o text o animation/video o slideshows o enhanced visual effects o sound effects/music o interactivity (eg hyperlinks, buttons, rollovers) o navigation features (eg buttons, links)
3 Create the multimedia product	
a) source a range of assets for use in the multimedia product	<ul style="list-style-type: none"> • identify location of assets ie Web, DVD/CD, games, mobile technology • source assets to plan ie <ul style="list-style-type: none"> o Images o Video/animations o Sounds o text
b) create and use the planned range of multimedia content	<ul style="list-style-type: none"> • use planned content as appropriate: <ul style="list-style-type: none"> o drawings/graphics/animation/video o text o slideshows o sound and visual effects o interactivity and navigation
c) save the multimedia product	<ul style="list-style-type: none"> • apply appropriate options for publishing eg optimising and file formats • maintain good practice in file management and naming conventions • choose appropriate size and format relating to quality and platform

d) test the multimedia product	<ul style="list-style-type: none"> • create a test plan • test for: <ul style="list-style-type: none"> o basic functionality o display o navigation o interactivity (may include sound, video, animation)
4 Review the multimedia product	
a) review the multimedia product against the original brief	<ul style="list-style-type: none"> • client requirements and feedback • quality of finished product • fitness for purpose • identify parameters and constraints that influenced decisions made eg asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR, trademarks etc • maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given

Assessment

Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised but centres must ensure that these allow candidates to achieve all the assessment objectives.

For Centre devised assignments please submit a copy of centre devised assignments. This may be stored as a resource from tutors against a unit prior to assigning to candidates. Please see the MAPs Tutor Guidance document for further information.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved and explain why in certain situations decisions were made.

Evidence

Candidates will be required to complete OCR-provided on-line forms, to identify where and how the assessment objectives have been met. Additionally, candidates will be required to provide a planning and review document and a full working multimedia product to include assets as appropriate. Narrative explaining actions and decisions with screen captures also evidences candidate knowledge and understanding may be included within the planning and review document.

An evidence checklist is completed as candidates upload their work to the e-portfolio. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is useful if the candidate references the submitted evidence to show how the evidence meets the assessment objectives with page references etc.

Tutors should ensure that files uploaded to the e-portfolio are of a size and format appropriate for submission to a web-based server making effective use of optimisation and/or compression techniques.

OCR LEVEL 2 CERTIFICATE FOR IMEDIA USERS UNIT 4 INTERACTIVE MULTIMEDIA CONCEPTS

PRE-UPLOAD/PRACTICE EVIDENCE CHECKLIST

This is to assist a candidate when completing the live assessment or as guidance during the practice assignments. Candidates are required to complete an on-line version when submitting live assessment material via the e-portfolio.

Assessment objective		File reference	Page Reference
1a	Identify equipment and technology needed to create and view a multimedia product		
2a	Plan the interactive multimedia product to a specific brief		
2b	Identify design principles and content		
3a	Source a range of assets for use in the multimedia product		
3b	Create and use the planned range of multimedia content		
3c	Save the multimedia product		
3d	Test the multimedia product		
4a	Review the multimedia product against the original brief		

Unit 5 DIGITAL SOUND

Unit description

This unit is designed to accredit understanding of digital sound files. Candidates will develop an understanding of what sound is and how it is produced. Candidates will be able to record, edit and review digital sound content from a variety of sources and applications such as WWW, CD ROM and test the sound file(s) created.

Learning outcomes

A candidate following a programme of learning leading to this unit will be able to:

- Explore the technology required to record original sound
- Plan a digital sound
- Create and edit digital sound
- Review digital sound

Recommended prior learning

There are no requirements for prior learning.

Recommended guided learning hours

The recommended guided learning hours for this unit is 30 hours.

Entry restrictions

There are no prohibited combinations of entry.

Assessment objectives	Knowledge, skills and understanding
1 Explore the technology required to record original sound	
a) identify purpose and features of digital sound	<ul style="list-style-type: none"> • understand where, when and how they are used (e.g. broadcasting, web, multimedia, games) • explore uses of sound (e.g. voiceovers, background, music, event/action sounds) • discover types of sound eg spoken voice, sound effects, ambient noise and music • quality considerations: <ul style="list-style-type: none"> ○ volume ○ Signal to Noise Ratio (SNR) ○ tone, pitch, timbre ○ clarity and interference ○ balance
b) identify equipment and technology needed to record and produce digital sounds	<ul style="list-style-type: none"> • computer hardware • sound cards (internal and external) • sound and audio device properties • sample rates and bit depth • volume and recording control • sound file formats (eg compressed, uncompressed) • storage • recording equipment & peripheral devices: <ul style="list-style-type: none"> ○ types of microphones for recording different sounds ○ mini disk recorder ○ mixing equipment ○ speakers
2 Plan a digital sound	
a) plan the sound files to a specific brief	<ul style="list-style-type: none"> • ways of identifying client requirements (e.g. discussion, written brief/specification/assets) • planning methods (e.g. visualise, conceptualise, storyboard/identify sources) • Document asset details • Identify timescales and deadlines
3 Create and edit digital sound	
a) record and source digital sound	<ul style="list-style-type: none"> • use recording equipment to record and save sound • sources of sound files (e.g. web, DVD/CD, games, mobile technology, library)
b) create digital sound content from recorded and sourced sounds	<ul style="list-style-type: none"> • use digital sound software to import, edit, combine and produce: <ul style="list-style-type: none"> ○ voiceovers ○ action/event sounds ○ background sounds ○ music • use editing tools and techniques eg cut, trim, copy, mix, volume/gain, fade in/out, audio level compression
c) save sound files	<ul style="list-style-type: none"> • file management • file attributes/formats and compression • mono and stereo channels

Assessment objectives	Knowledge, skills and understanding
d) test sound files	<ul style="list-style-type: none"> • create a test plan to test/check the playback of the sound files created • test for: <ul style="list-style-type: none"> ○ clarity ○ quality
4 Review digital sound	
a) review the sound files against the original brief	<ul style="list-style-type: none"> • client requirements and feedback • quality of finished product • fitness for purpose • identify parameters and constraints that influenced decisions made eg asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR, trademarks etc • maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given

Assessment

Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised but centres must ensure that these allow candidates to achieve all the assessment objectives.

For Centre devised assignments please submit a copy of centre devised assignments. This may be stored as a resource from tutors against a unit prior to assigning to candidates. Please see the MAPs Tutor Guidance document for further information.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved and explain why in certain situations decisions were made.

Evidence

Candidates will be required to complete OCR-provided on-line forms, to identify where and how the assessment objectives have been met. Additionally, candidates will be required to provide a planning and review document and a full working sound file, in addition to sourced and recorded sound files. Narrative explaining actions and decisions with screen captures also evidences candidate knowledge and understanding may be included within the planning and review document.

An evidence checklist is completed as candidates upload their work to the e-portfolio. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is useful if the candidate references the submitted evidence to show how the evidence meets the assessment objectives with page references etc.

Tutors should ensure that files uploaded to the e-portfolio are of a size and format appropriate for submission to a web-based server making effective use of optimisation and/or compression techniques.

OCR LEVEL 2 CERTIFICATE FOR IMEDIA USERS UNIT 5 DIGITAL SOUND

PRE-UPLOAD/PRACTICE EVIDENCE CHECKLIST

Assessment objective		File reference	Page Reference
1a	Identify purpose and features of digital sound		
1b	Identify equipment and technology needed to record and produce digital sounds		
2a	Plan the sound files to a specific brief		
3a	Record and source digital sound		
3b	Create digital sound content from recorded and sourced sounds		
3c	Save sound files		
3d	Test sound files		
4a	Review the sound files against the original brief		

Unit 6 DIGITAL VIDEO

Unit description

This unit is designed to accredit an understanding and develop skills required in preparing for and recording digital video. Candidates will investigate the technology currently used in the video industry. Candidates will develop competencies in using a digital video camera to capture footage. They will be able to use basic editing tools and features of appropriate software to store, edit, produce and test the final cut of a video sequence in appropriate format.

Learning outcomes

A candidate following a programme of learning leading to this unit will be able to:

- Explore the technology required to produce and record digital video
- Plan a digital video project
- Record, capture, edit and save digital video
- Review the video project

Recommended prior learning

There are no requirements for prior learning.

Recommended guided learning hours

The recommended guided learning hours for this unit is 30 hours.

Entry restrictions

There are no prohibited combinations of entry.

Assessment objectives	Knowledge, skills and understanding
1 Explore the technology required to produce and record digital video	
a) explore purpose and features of digital video	<ul style="list-style-type: none"> • understand what digital video is and where it is used (eg film, television, multimedia, web, portable entertainment) • purpose, style and target audience of video • video standards, resolutions and aspect ratios (eg NTSC, PAL, SECAM, HDTV) • audio settings (eg mono, stereo, and surround sound) • compression formats and codec's • capabilities of non linear editing
b) identify appropriate equipment for recording video and capturing to a computer system	<ul style="list-style-type: none"> • understand digital video equipment <ul style="list-style-type: none"> o device (eg digital video cameras, compact digital camera, mobile phone, web camera) o storage media (eg, tape, mini DV, DVD, hard disk, flash memory) o peripherals (eg microphone, lighting, filters, batteries and tripods) • computer hardware (eg processor; memory; storage – hard drive, CD, DVD, video card, sound card, monitor display) • connections – Firewire, USB, direct
2 Plan a digital video project	
a) plan the video project to a specific brief	<ul style="list-style-type: none"> • ways of identifying client requirements (eg discussion, written brief/specification/assets) • generate ideas and respond to a brief (eg comedy, documentary, commercial, music video) • planning methods (eg visualise, conceptualise, storyboard/identify sources) • document asset details • work to timelines and deadlines
b) plan pre-production for the digital video	<ul style="list-style-type: none"> • creating a storyboard • preparing a script and characters • choosing and preparing equipment (eg type of camera, camera settings, striping DV tapes) • selecting location, camera angles, backgrounds, sound effects • production design (set dressing and props)

Assessment objectives	Knowledge, skills and understanding
3 Record, capture, edit and save digital video	
a) record and source video footage	<ul style="list-style-type: none"> • record video and audio on tape/disc • control lighting (interior, exterior, actor lighting, mood lighting) • camera settings (eg lens focus and zoom, white balance, image stabilisation) • types of shots (eg long, medium, close up and camera angles) • camera movement (eg pan and tilt, zoom, tracking, dollying) • connect hardware (eg Firewire, USB, video card, DVD) • capturing/copying video to computer • save raw footage to hard drive – using appropriate format and file naming conventions • source/import video clips
b) create and edit a digital video	<ul style="list-style-type: none"> • use non-linear editor applications • select appropriate project and video settings (video format, resolution, compressor, frame rates, audio bit rates, frame size) • use editing tools and techniques (eg trimming and cutting clips, split edits, audio editing, markers, tracks) • apply transitions between clips • add titles and credits
c) export and save final cut of a video	<ul style="list-style-type: none"> • export formats available within video editing applications • rendering of previews • identify range and options for: <ul style="list-style-type: none"> o creating movies o using appropriate file formats and compression techniques eg codecs o exporting for different multimedia environments including web use
d) test the digital video	<ul style="list-style-type: none"> • create a test plan to test the exported video • test for: <ul style="list-style-type: none"> o quality o playback o transitions
4 Review the video project	
a) review the finished against the original brief	<ul style="list-style-type: none"> • client requirements and feedback • quality of finished product • fitness for purpose • identify parameters and constraints that influenced decisions made eg asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR, trademarks etc • maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given

Assessment

Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised but centres must ensure that these allow candidates to achieve all the assessment objectives.

For Centre devised assignments please submit a copy of centre devised assignments. This may be stored as a resource from tutors against a unit prior to assigning to candidates. Please see the MAPs Tutor Guidance document for further information.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved and explain why in certain situations decisions were made.

Evidence

Candidates will be required to complete OCR-provided on-line forms, to identify where and how the assessment objectives have been met. Additionally, candidates will be required to provide a planning and review document and a full working video to include sourced and recorded footage. Files submitted should be compressed in a size/format suitable for transmission over the Internet. Narrative explaining actions and decisions with screen captures also evidences candidate knowledge and understanding may be included within the planning and review document.

An evidence checklist is completed as candidates upload their work to the e-portfolio. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is useful if the candidate references the submitted evidence to show how the evidence meets the assessment objectives with page references etc.

Tutors should ensure that files uploaded to the e-portfolio are of a size and format appropriate for submission to a web-based server making effective use of optimisation and/or compression techniques.

OCR LEVEL 2 CERTIFICATE FOR IMEDIA USERS UNIT 6 DIGITAL VIDEO

PRE-UPLOAD/PRACTICE EVIDENCE CHECKLIST

This is to assist a candidate when completing the live assessment or as guidance during the practice assignments. Candidates are required to complete an on-line version when submitting live assessment material via the e-portfolio.

Assessment objective		File reference	Page Reference
1a	Explore purpose and features of digital video		
1b	Identify appropriate equipment for recording video and capturing to a computer system		
2a	Plan the video project to a specific brief		
2b	Plan pre-production for the digital video		
3a	Record and source video footage		
3b	Create and edit a digital video		
3c	Export and save final cut of a video		
3d	Test the digital video		
4a	Review the finished against the original brief		

Unit 7 2D GAME ENGINES

Unit description

This unit is designed to accredit basic competencies in using a 2D game engine to create a 2D game from a design brief, demonstrating the effective use of game elements such as sprites, objects, events and actions. Candidates should also be competent in adding background sound and associating sound effects to actions. They will be able to test a game to ensure all the elements are functioning properly and save/export in a playable format.

Learning outcomes

A candidate following a programme of learning leading to this unit will be able to:

- Explore the world of 2D games and game environments
- Plan the game and creation schedule
- Create and improve the game
- Review the game

Recommended prior learning

There are no requirements for prior learning.

Recommended guided learning hours

The recommended guided learning hours for this unit is 30 hours.

Entry restrictions

There are no prohibited combinations of entry.

Assessment objectives	Knowledge, skills and understanding
1 Explore the world of 2D games and game environments	
a) explore games and environments	<ul style="list-style-type: none"> • types of 2D game (eg maze, shoot 'em up) • platforms • existing markets/games • development engine/editor software • terminology
2 Plan the game and creation schedule	
a) plan the game development to a specific brief	<ul style="list-style-type: none"> • identify client requirements (eg discussion, written brief/specification/assets) • create a plan (eg visualise, conceptualise, storyboard/identify sources) • document asset details • work to timescales and deadlines
b) identify and plan game improvements	<ul style="list-style-type: none"> • identify improvements to the game brief which may include <ul style="list-style-type: none"> ○ movement ○ scoring ○ interactions ○ obstacles ○ non-player characters
3 Create and improve the game	
a) source and prepare objects, graphics and other assets	<ul style="list-style-type: none"> • methods for adding/importing • naming conventions in game engine • object properties (eg visibility, solidity)
b) create the game to client instructions	<ul style="list-style-type: none"> • how to add/create a game room • room size selection • grid size settings • choosing appropriate size and design of background (eg layering) • create events which may occur during gameplay (eg collisions, interactions between objects, mouse/keyboard/controls) • understand how to specify an action (eg scoring, moving, timing)
c) save the game	<ul style="list-style-type: none"> • ways of saving/exporting a game (eg executable file, editable version, 'playable' file formats for use on other computers) • naming conventions
d) test the game	<ul style="list-style-type: none"> • develop and use a basic test plan • how to run the game and test the gameplay (eg speed, functionality)
e) improve the game as planned	<ul style="list-style-type: none"> • apply planned improvements ie <ul style="list-style-type: none"> ○ movement ○ scoring ○ interactions ○ obstacles ○ non-player characters

4 Review the game	
a) review the game and planned improvements	<ul style="list-style-type: none"> • client requirements and feedback • quality of finished product • fitness for purpose • identify parameters and constraints that influenced decisions made eg asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR, trademarks etc • maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given

Assessment

Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised but centres must ensure that these allow candidates to achieve all the assessment objectives.

For Centre devised assignments please submit a copy of centre devised assignments. This may be stored as a resource from tutors against a unit prior to assigning to candidates. Please see the MAPs Tutor Guidance document for further information.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved and explain why in certain situations decisions were made.

Evidence

Candidates will be required to complete OCR-provided on-line forms, to identify where and how the assessment objectives have been met. Additionally, candidates will be required to provide a planning and review document and a full playable game and any additional sourced files. Candidates may choose to submit a 3D game to meet the assessment objectives although this is not a specific requirement for this unit. Narrative explaining actions and decisions with screen captures also evidences candidate knowledge and understanding may be included within the planning and review document.

An evidence checklist is completed as candidates upload their work to the e-portfolio. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is useful if the candidate references the submitted evidence to show how the evidence meets the assessment objectives with page references etc.

Tutors should ensure that files uploaded to the e-portfolio are of a size and format appropriate for submission to a web-based server making effective use of optimisation and/or compression techniques.

OCR LEVEL 2 CERTIFICATE FOR IMEDIA USERS UNIT 7 2D GAME ENGINES

PRE-UPLOAD/PRACTICE EVIDENCE CHECKLIST

This is to assist a candidate when completing the live assessment or as guidance during the practice assignments. Candidates are required to complete an on-line version when submitting live assessment material via the e-portfolio.

Assessment objective		File reference	Page Reference
1a	Explore games and environments		
2a	Plan the game development to a specific brief		
2b	Identify and plan game improvements		
3a	Source and prepare objects, graphics and other assets		
3b	Create the game to client instructions		
3c	Save the game		
3d	Test the game		
3e	Improve the game as planned		
4a	Review the game and planned improvements		

Unit 8 GAME DESIGN

Unit description

This unit is designed to accredit basic understanding of the design process within digital games. Candidates will be able to identify all the essential components of a digital game and identify hardware technologies for interactive games. Candidates will understand the design process for a game, create several characters for a given plot and outline a test plan that would allow a developer to test a created game.

Learning outcomes

A candidate following a programme of learning leading to this unit will be able to:

- Explore hardware platforms and game components
- Plan the design process for a digital game
- Design a new digital game
- Review the digital game

Recommended prior learning

There are no requirements for prior learning.

Recommended guided learning hours

The recommended guided learning hours for this unit is 30 hours.

Entry restrictions

There are no prohibited combinations of entry.

Assessment objectives	Knowledge, skills and understanding
1 Explore hardware platforms and game components	
a) explore the capabilities and limitations of hardware platforms	<ul style="list-style-type: none"> • hardware (eg processor, memory, graphics and sound controllers) • display devices (eg CRT, LCD and plasma screens, resolution, RGB colour depth, dot pitch, refresh rate) • storage media (eg disk, games cartridges, CD ROM, DVD, Blu-Ray, HD-DVD, flash memory) • interface devices (eg keyboard, mouse keypad/gamepad/controller, paddle, joystick, wheel, pedals, force feedback, motion detector)
b) identify core components of a digital game	<ul style="list-style-type: none"> • game objectives • game structure (eg 3 Act – intro, gameplay, main challenge) • genre (eg action/adventure, first person shooter, historical, dungeons and dragons, racing, role player, sport) • narrative structure (eg storyline, actions and events, interactions and conditions) • characters (eg player and non-player) • visual style • sounds • scoring systems
2 Plan the design process for a digital game	
a) plan the game to a specific brief	<ul style="list-style-type: none"> • ways of identifying client requirements (eg discussion, written brief/specification/assets) • generate ideas and respond to a brief (eg suitable platform, genre and objectives) • planning methods (e.g. visualise, conceptualise, storyboard/identify sources) • Document potential asset details • Produce work to the required standard within relevant timescales
3 Design a new digital game	
a) develop core components for a digital game	<ul style="list-style-type: none"> • game objectives • genre (eg action/adventure, dungeons and dragons, first person shooter, racing, role player games, sport) • narrative structure (e.g. storyline, actions and events, interactions and conditions) • characters (eg heroes, heroines, villains, non-players)

b) develop a series of additional components for the digital game	<ul style="list-style-type: none"> • visual style • game play • environment • emotional themes • audio • rules • target audience • accessibility • addiction
c) use the game components to design a game level including sounds, characters and objectives	<ul style="list-style-type: none"> • create a visualisation of the game level (eg using concept art and/or narrative identifying visual style adopted, genre, characters, terrain, environment, sound, elements, audience)
d) test the concepts	<ul style="list-style-type: none"> • consider the needs of testing the game level and appeal to the target audience • identify the key aspects of testing a finished game • create a proposed test plan and identify how effective this would be for the client and the developer
4 Review the digital game	
a) review the game against the original brief	<ul style="list-style-type: none"> • client requirements and feedback • quality of finished product • fitness for purpose • identify parameters and constraints that influenced decisions made eg asset manipulation, file formats, compression techniques, permission and subject matter/location, copyright, IPR, trademarks etc • maintain accurate written records of relevant information about assets obtained, such as source, ownership, any restrictions on use, where they are located, filenames given

Assessment

Forms of assessment

Assessment will take the form of practical activities which are locally assessed by the centre and externally moderated by OCR. Centres can use either an OCR-set assignment or one which has been locally devised but centres must ensure that these allow candidates to achieve all the assessment objectives.

For Centre devised assignments please submit a copy of centre devised assignments. This may be stored as a resource from tutors against a unit prior to assigning to candidates. Please see the MAPs Tutor Guidance document for further information.

In order to achieve a pass in this unit, candidates must demonstrate skills in each assessment objective.

Assessment tasks

Candidates are required to complete tasks that address all of the assessment objectives and evidence must be available that shows where and how the assessment objectives have been achieved and explain why in certain situations decisions were made.

Evidence

Candidates will be required to complete OCR-provided on-line forms, to identify where and how the assessment objectives have been met. Additionally, candidates will be required to provide a planning and review document and a full game design brief with hardware specifications and testing plan. Narrative explaining actions and decisions with screen captures or sketches also evidences candidate knowledge and understanding may be included within the planning and review document.

An evidence checklist is completed as candidates upload their work to the e-portfolio. Tutors and candidates must use these checklists to record achievement of assessment objectives. It is useful if the candidate references the submitted evidence to show how the evidence meets the assessment objectives with page references etc.

Tutors should ensure that files uploaded to the e-portfolio are of a size and format appropriate for submission to a web-based server making effective use of optimisation and/or compression techniques.

OCR LEVEL 2 CERTIFICATE FOR IMEDIA USERS

UNIT 8 GAME DESIGN

PRE-UPLOAD/PRACTICE EVIDENCE CHECKLIST

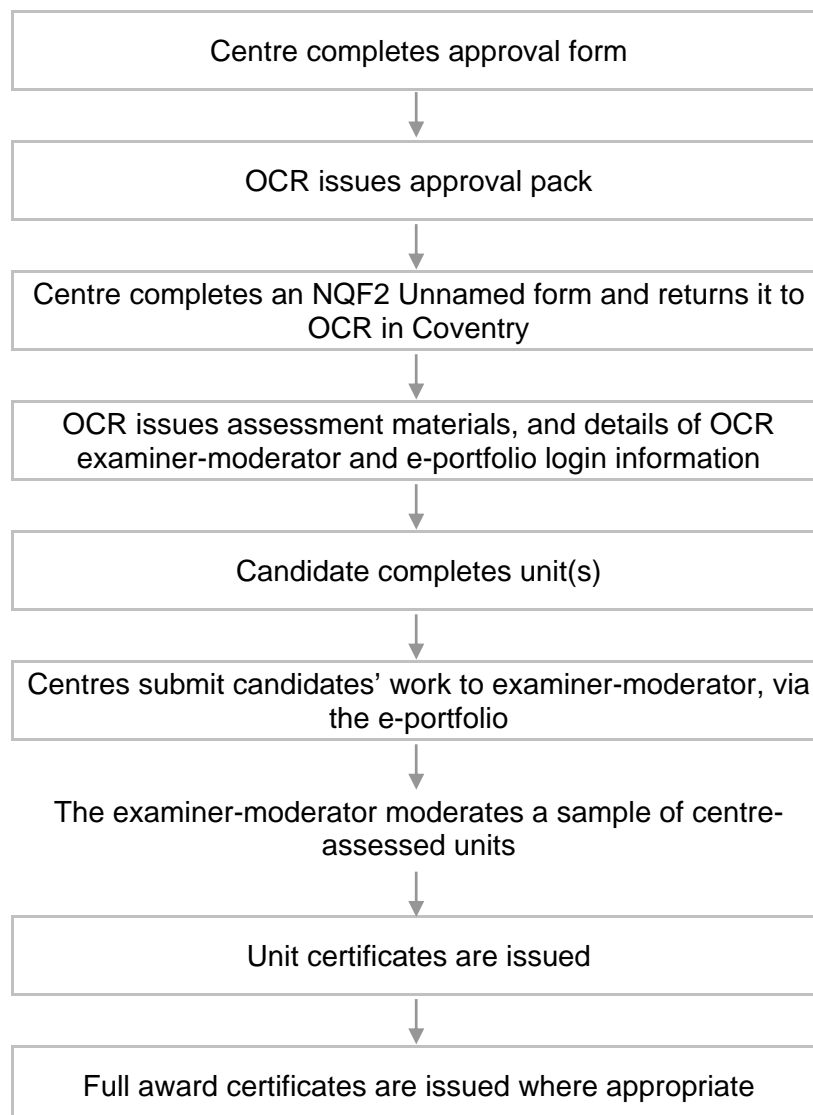
This is to assist a candidate when completing the live assessment or as guidance during the practice assignments. Candidates are required to complete an on-line version when submitting live assessment material via the e-portfolio.

Assessment objective		File reference	Page Reference
1a	Explore the capabilities and limitations of hardware platforms		
1b	Identify core components of a digital game		
2a	Plan the game to a specific brief		
3a	Develop core components for a digital game		
3b	Develop a series of additional components for the digital game		
3c	Use the game components to design a game level including sounds, characters and objectives		
3d	Test the concepts		
4a	review the game against the original brief		

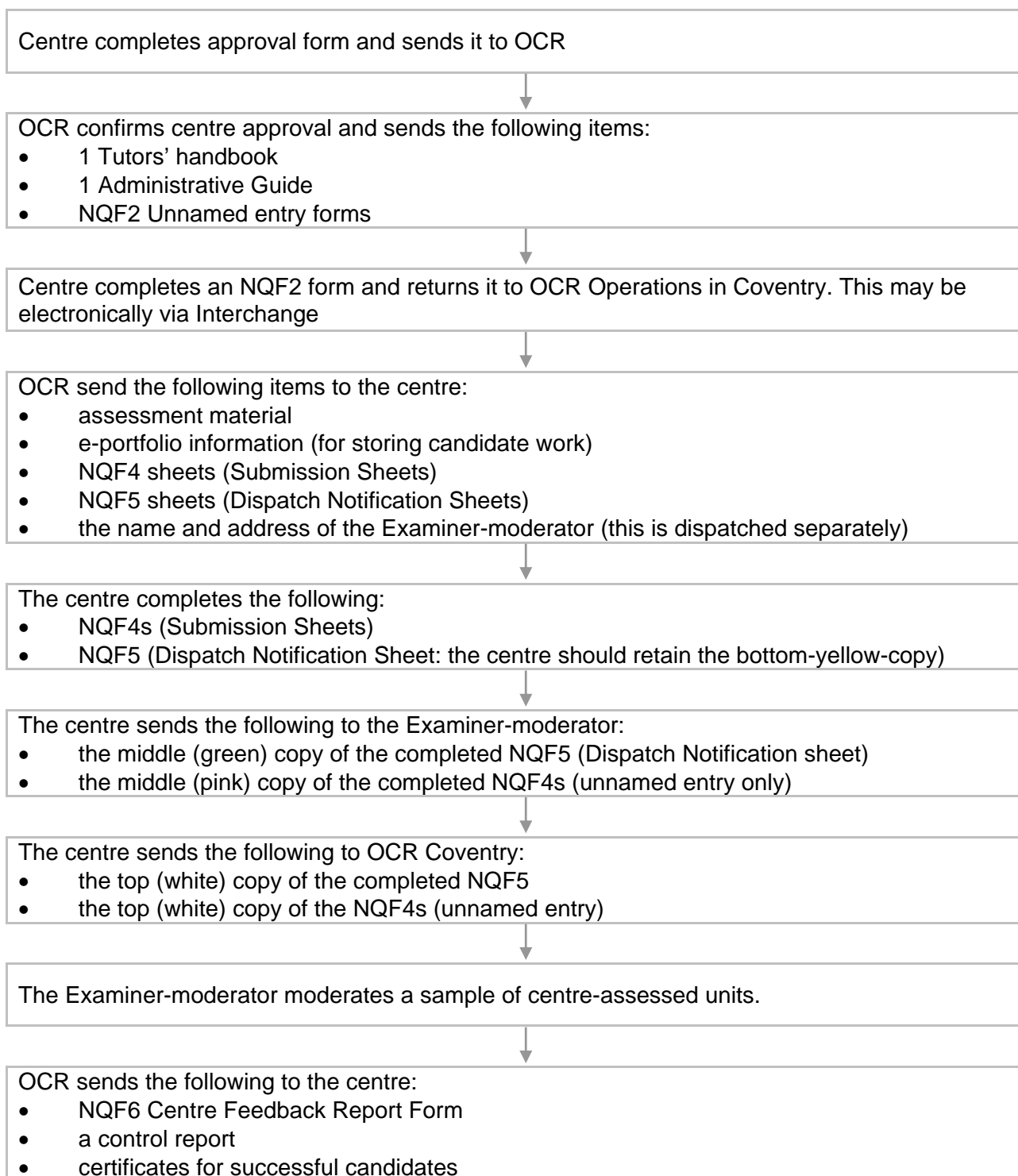
6 Administration arrangements

This section provides a brief overview of the administration arrangements operating for this qualification. Please refer to the *Administrative Guide to Vocational Qualifications* (code A850) for further information.

6.1 Overview of full process



Administration Flowchart for on demand



6.2 How to gain centre approval

Complete the Centre Approval Form for this qualification and return it to OCR Operations. Copies are available on the OCR website or by calling the OCR Customer Contact Centre on 024 76 851509.

Further guidance on completion of the Centre Approval Form is provided in the *Administrative Guide to Vocational Qualifications* (code A850).

6.3 How to enter candidates

Enter candidates by completing the NQF2 Unnamed Entry form issued to you after you have been approved as a centre to offer this qualification.

6.4 How to make an enquiry about results or appeal against a result

Full details of the results enquiries and appeals procedures are contained in the *Administrative Guide to Vocational Qualifications* (code A850).

6.5 Administrative documentation

Copies of example documentation may be found in the *Administrative Guide to Vocational Qualifications* (code A850).

7 Supporting Documentation

7.1 OCR sample assessment material

OCR sample assessment material is available for all units. Centres may choose to:

- use these assignments for formative assessment of candidates
- tailor these assignments for formative or centre assessed summative of candidates
- use these assignments as a benchmark for devising their own assessments to aid candidate preparation.

OCR sample assessment material is available to download from our website www.ocr.org.uk and our microsite www.imedia.ocr.org.uk

8 Guidance For Candidates

8.1 What is the OCR Level 2 Certificate/Diploma for iMedia Users?

This qualification aims to:

- develop candidates' knowledge of the functionality within a range of different software applications and their ability to use different applications effectively to complete tasks
- develop candidates' ability to manage information and data in a variety of applications
- develop candidates' ability to plan and prioritise tasks effectively
- develop candidates' skills and knowledge in contexts that are directly relevant to employment situations
- encourage progression by assisting in the development of skills and knowledge that learners will need to undertake further study

8.2 What do I have to do to achieve these qualifications?

To achieve these qualifications you must achieve the required combination of units from those listed below.

OCR Level 2 Certificate for iMedia Users

To achieve the certificate you must achieve the mandatory unit and two optional units.

OCR Level 2 Diploma for iMedia Users

To achieve the Diploma you must achieve the mandatory unit and four optional units.

This qualification is made up of 8 units:

Mandatory

Unit 1 Digital Graphics

Optional

Unit 2 Web Authoring

Unit 3 Digital Animation

Unit 4 Interactive Multimedia Concepts

Unit 5 Digital Sound

Unit 6 Digital Video

Unit 7 2D Game Engines

Unit 8 Game Design

8.3 What if I cannot complete enough units for a full award?

This qualification is very flexible and will allow you to achieve recognition for what you have already achieved even if you do not finish the full qualification. OCR has systems in place which allow you to be awarded a certificate listing the unit (or units) you have achieved even if you are unable to complete the full qualification.

8.4 How do I know that this qualification is right for me?

This qualification is designed for candidates wishing to gain an appropriate qualification for the purposes of understanding and gaining a basic knowledge within the digital media world.

This qualification may also form a progression route to OCR Level 3 Certificate/Diploma for iMedia Users.

8.5 How are the units tested?

All of the units are centre assessed and externally moderated by OCR

8.6 Do I need to pass all of the units?

Yes. You need to pass the mandatory unit and two optional units in order to achieve a full OCR Level 2 Certificate for iMedia Users. However, each unit represents a worthwhile achievement in its own right, and certification is also available at unit level.

8.7 How do I keep track of my achievements?

We have designed a **Record of Achievement** form for you to use to keep track of your achievements. This form is optional (you do not have to use it if you do not want to).

8.8 Can my work for this qualification count towards Key Skills?

The work you produce whilst being taught for this qualification may prove you have the skills required for the Key Skills units. Your tutor will help you decide if your work can be considered for assessment against any of the Key Skills units.

8.9 Finally

To gain a full Level 2 Certificate/Diploma for iMedia Users you must achieve all of the required units. If you do not achieve all of the units for the full qualification, you will be issued with a 'unit certificate' which lists the unit or units which have been passed.

OCR wishes you every success in your achievement of this qualification.

9 Key Skills Signposting

To assist centres in cross-mapping evidence for this qualification and Key Skills, the following table signposts where evidence from these awards may provide opportunities to evidence the Part B specification requirements of the following Key Skills:

- Communication
- Application of Number
- IT

This signposting gives an indication of where evidence might be available for assessment against the Key Skills requirements. It does not claim to guarantee that evidence will meet the Key Skills requirements and all evidence put forward for Key Skills must be assessed against the Key Skills specification.

Key Skills Units		OCR Level 2 Certificate/Diploma for iMedia Users							
Key Skill	Evidence Reference	1	2	3	4	5	6	7	8
Communication Level 2	C2.1a	✓	✓	✓	✓	✓	✓	✓	✓
	C2.1b	✓	✓	✓	✓	✓	✓		✓
	C2.2	✓	✓	✓	✓	✓	✓	✓	✓
	C2.3	✓	✓	✓	✓	✓	✓	✓	✓
Information Technology Level 2	IT2.1	✓	✓	✓	✓	✓	✓		✓
	IT2.2	✓	✓	✓	✓	✓	✓	✓	✓
	IT2.3	✓	✓	✓	✓	✓	✓	✓	✓
Improving Own Learning and Performance	LP2.1	✓	✓	✓	✓	✓	✓	✓	✓
	LP2.2	✓	✓	✓	✓	✓	✓	✓	✓
	LP2.3	✓	✓	✓	✓	✓	✓	✓	✓

10 Mapping

10.1 Mapping to National Occupational Standards

This qualification provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards in Interactive Media.

The following table indicates where units within this qualification contain knowledge and understanding that map against the above national occupational standards.

This mapping provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards. It does not claim to guarantee that evidence will meet the NVQ requirements. This information is also available within the units themselves.

National Occupational Standards for Interactive Media	Level 2 Certificate/Diploma for iMedia Users Units							
	1	2	3	4	5	6	7	8
IM1 Work effectively in interactive media	✓	✓	✓	✓	✓		✓	✓
IM2 Obtain assets for use in interactive media products	✓	✓	✓	✓	✓	✓	✓	✓
IM3 Prepare assets for use in interactive media products	✓	✓	✓	✓	✓	✓	✓	✓
IM4 Prepare user interface assets for interactive media products	✓	✓	✓	✓	✓	✓	✓	✓
IM5 Design user interfaces for interactive media products				✓			✓	✓
IM6 Use authoring tools to create interactive media products	✓	✓	✓	✓	✓	✓	✓	✓
IM7 Code scripts to provide functionality for interactive media products		✓						✓
IM8 Determine the implementation of designs for interactive media products		✓						
IM9 Provide creative and strategic direction for interactive media products								
IM10 Initiate interactive media projects								
IM11 Manage intellectual property rights					✓	✓		
IM12 Devise user testing of interactive media products	✓	✓	✓	✓	✓	✓	✓	✓
IM13 Conduct user testing of interactive media products								
IM14 Evaluate user testing of interactive media products								
IM15 Write and edit copy for interactive media products		✓		✓				✓
IM16 Plan content for web and multimedia products		✓		✓				✓
IM17 Architect interactive media products								
IM18 Use mark-up in interactive media products		✓						
IM19 Use style-sheets in interactive media products		✓						
IM20 Design games							✓	✓
IM21 Program games to develop functionality								
IM22 Test games							✓	✓
IM23 Create narrative scripts for interactive media products								✓
IM24 Create 2D animations for interactive media products			✓					
IM25 Create wire-framed models for 3D animation								
IM26 Texture models for 3D animation								
IM27 Create sound effects for interactive media products					✓			
IM28 Create music for interactive media products					✓			

11 Further Support and Information

11.1 General enquiries

For general enquiries relating to any of OCR's vocational qualifications, please contact the OCR Customer Contact Centre on:

Telephone: 024 76 851509
Fax: 024 76 851633
Email: vocational.qualifications@ocr.org.uk

Alternatively, you could visit OCR's website at www.ocr.org.uk for further information on OCR qualifications.

11.2 Entry forms and entry enquiries

All entry forms should be returned to:

Operations
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

If you have any queries about candidate entry, please contact Operations Customer Support on 024 76 470033.

11.3 Results enquiries

Forms and current fees can be obtained from:

Results Enquiries
OCR
Progress House
Westwood Way
Coventry
CV4 8JQ

Telephone 024 76 470033

11.4 Customer feedback

We welcome feedback from customers on all aspects of our provision. Comments relating to this documentation should be sent to:

The OCR Officer
iMedia
Qualifications Division
OCR
Coventry Office
Westwood Way
Coventry
CV4 8JQ

11.5 OCR Training Events

Information on OCR's training events for centres can be found on the OCR website by going to www.ocr.org.uk, or by contacting:

OCR Training
Customer Support Division
Progress House
Westwood Way
Coventry CV4 8JQ

Telephone: 02476 496 398
Fax: 02476 496 399
Email: training@ocr.org.uk

11.6 OCR Publications

OCR's *Publications Catalogue* (code A410) lists all the qualifications that OCR offers, and contains more detail on how to order publications. It is available to download from the OCR website at www.ocr.org.uk, or to order from the OCR Customer Contact Centre by telephoning 024 76 851509.

If you would like to order any OCR publications, please contact:

OCR Publications
PO Box 5050
Annesley
Nottingham
NG15 0DL

Telephone: 0870 770 6622
Fax: 0870 770 6621
Email: publications@ocr.org.uk

OCR Support Materials prepare extra resources to help you deliver our qualifications. These support materials can be ordered from OCR Publications and more information about the materials can be obtained from support.materials@ocr.org.uk.

11.7 Publications (related to this qualification)

Administrative Guide to Vocational Qualifications (code A850)

Access to Assessment: NVQs, Vocationally-Related Qualifications (VRQs) and Other Vocational Qualifications. Regulations and Guidance Relating to Candidates with Particular Requirements (code L016)

12 Glossary

Analyse	to examine in detail in order to discover meaning, essential features, etc.
Apply	to devote oneself with diligence to bring into operation or use to put to practical use; utilise; employ
Assess	to judge the worth, importance, etc., of; evaluate
Calculate	to solve (one or more problems) by a mathematical procedure; compute
Carry out	to perform or cause to be implemented
Chart	to plot or outline the course of to make a detailed plan of to make a chart of
Classify	to arrange or order by classes; categorise
Collect	to gather together or be gathered together
Communicate	to impart (knowledge) or exchange (thoughts, feelings, or ideas) by speech, writing, gestures, etc.
Compare	to regard or represent as analogous or similar; liken
Compile	to make or compose from other materials or sources
Complete	to make whole or perfect to end; finish
Conduct	to do or carry out
Contrast	to distinguish by comparison of unlike or opposite qualities
Contribute	to give (support, money, etc.) for a common purpose or fund to supply (ideas, opinions, etc.) as part of a debate or discussion
Define	to state precisely the meaning of (words, terms, etc.)
Deliver	to carry (goods, etc.) to a destination, esp. to carry and distribute (goods, mail, etc.) to several places to hand over, transfer, or surrender to produce or perform something promised or expected
Demonstrate	to show, manifest, or prove, esp. by reasoning, evidence, etc.
Describe	to give an account or representation of in words
Design	to work out the structure or form of (something)
Detail	to list or relate fully to include all or most particulars
Develop	to come or bring to a later or more advanced or expanded stage; grow or cause to grow gradually
Devise	to work out, contrive, or plan (something) in one's mind
Discuss	to have a conversation about; consider by talking over; debate to treat (a subject) in speech or writing
Estimate	to form an approximate idea of (distance, size, cost, etc.); calculate roughly; gauge
Evaluate	to ascertain or set the amount or value of to judge or assess the worth of; appraise
Examine	to look at, inspect, or scrutinise carefully, or in detail; investigate
Explain	to make (something) comprehensible, esp. by giving a clear and detailed account of the relevant structure, operation, surrounding circumstances, etc.
Explore	to examine or investigate, esp. systematically
Generate	to produce or bring into being; create
Give	to present or deliver voluntarily (something that is one's own) to the permanent possession of another or others to impart or communicate
Identify	to prove or recognise as being a certain person or thing; determine the identity of
Illustrate	to clarify or explain by use of examples, analogy, etc.

Implement	to carry out; put into action; perform
Interact	to act on or in close relation with each other
Interpret	to clarify or explain the meaning of; elucidate
Investigate	to inquire into (a situation or problem) thoroughly; examine systematically, especially in order to discover the truth
Justify	to prove or see to be just or valid; vindicate to show to be reasonable; warrant or substantiate
Keep	to have or retain possession of
Lead	to show the way to (an individual or a group) by going with or ahead to guide or be guided by holding, pulling, etc. to phrase a question to (a witness) that tends to suggest the desired answer
Legible	to capable of being read or deciphered, esp. with ease, as writing or printing; easily readable
Measure	to determine the size, amount, etc., of by measurement
Monitor	to observe or record (the activity or performance) of (an engine or other device)
Organise	to form (parts or elements of something) into a structured whole; co ordinate
Outline	to give the main features or general idea of
Participate	to take part, be or become actively involved, or share (in)
Perform	to carry out or do (an action)
Plan	to have in mind as a purpose to make a plan of (a building)
Prepare	to make ready or suitable in advance for a particular purpose or for some use, event etc. to put together using parts or ingredients; compose or construct to equip or outfit
Present	to show, exhibit to put forward; submit to bring or suggest to the mind
Produce	to bring (something) into existence; yield to bring forth (a product) by physical or mental effort; make
Profile	to draw, write or make a profile of
Promote	to further or encourage the progress or existence of to raise to a higher rank, status degree etc. to urge the adoption of; work for to encourage the sale of (a product) by advertising or securing financial support
Propose	to put forward (a plan, motion, etc.) for consideration or action
Provide	to put at the disposal of; furnish or supply
Recommend	to advise as the best course or choice; counsel
Render	to blend all multimedia files together in one master file format similar to baking a cake from individual ingredients
Research	to carry out investigations into (a subject, problem etc.)
Review	to look at or examine again to look back upon
Select	to choose (someone or something) in preference to another or others
Show	to make, be, or become visible or noticeable to indicate or explain; prove
Suggest	to put forward (a plan, idea, etc.) for consideration
Summarise	to make or be a summary of; express concisely
Synchronise	to cause (sound and action) to match precisely: <i>to synchronize the sound of footsteps with the actor's movements</i>
Understand	to know and comprehend the nature or meaning of
Undertake	to contract to or commit oneself to (something) or to do (something)
Use	to put into service or action; employ for a given purpose