Qualification specification

NCFE Level 2 Award in Graphic Design
QN: 603/0845/X

Contents

Summary of changes

This section summarises the changes to this qualification specification since the last version.

Version	Publication Date	Summary of amendments
6	October 2018	On page 59 the overall qualification grading descriptor for a Distinction * has been made clearer around the achievement of the internal units and the external assessment. Please click below: To be awarded a Distinction* grade, the learner will have achieved within the top 10% of the maximum UMS or learners will have achieved a Distinction grade in every unit for the internal assessment and a Distinction grade in the external assessment.
7	September 2019	On page 56 the following sentence has been added; Learners need to achieve a Distinction for each unit in order to achieve an overall grade of Distinction*.
7.1	November 2019	Information regarding the wellbeing and safeguarding of learners added to Section 1. Information regarding the aggregation methods and grade thresholds added to Section 4 (page 58).
7.2	July 2021	Assessment Objectives updated on page 49.
7.3	January 2022	Wording has been altered to clarify that there are two assessment windows for the examination, not two assessment dates (page 52).
7.4	January 2022	Paragraph added in regarding external quality assurance for graded qualifications.
7.5	June 2022	Further information added to the qualification overview section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English. Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal. Information added to the support for centres section about how to access support handbooks.
7.6	August 2022	The decision has been made to move to the digital submission of learner evidence for external assessment purposes for this qualification. This will reduce the amount of administration for centres as learners will be able to save digital evidence in a secure folder to support the submission of their work. All references to the submission of physical learner work or hard copy evidence relating to external assessment has been removed from this qualification specification.
7.7	August 2023	The word 'Technical' removed from title.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 2 Award in Graphic Design.

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

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

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 2 Award in Graphic Design.

Things you need to know

Qualification number (QN)	**603/0845/X**
Aim reference	6030845X
Total Qualification Time*	190
Guided Learning Hours (GLH)	120 plus a 10 hour external assessment
Level	2
Assessment requirements	internally assessed and externally quality assured portfolio of evidence and externally set task-based assessment

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

About this qualification

The Level 2 Award in Graphic Design is regulated by Ofqual in England.

This qualification forms part of a suite of qualifications which have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications which:

- have appropriate content for the learner to acquire core knowledge and practical skills
- allow the qualification to be graded
- provide synoptic assessment
- enable progression to a range of study and employment opportunities.

This qualification features on the DfE list of approved Technical Award qualifications for Key Stage 4 performance tables.

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

Qualification purpose

Graphic design is a form of visual communication. It is the process by which visual information is given form and structure to communicate a message.

Being a graphic designer is the profession of visual communication that combines images, words and ideas to convey information to an audience. It involves designing print or electronic forms of visual information for advertisement, publication or a website.

Graphic design should not be confused with art and design or product design. It is distinct from these subjects and should be treated as so.

The Level 2 Award in Graphic Design complements GCSE qualifications. It is aimed at 14-16 year olds studying Key Stage 4 curriculum who are interested in any aspect of graphic design, including sourcing ideas and design.

This qualification focuses on an applied study of the graphic design sector and learners will gain a broad understanding and knowledge of working in the sector.

This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences.

Entry guidance

There are no specific recommended prior learning requirements for this qualification.

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

This qualification has been developed for learners aged 14-16 in schools and colleges but is also accessible for learners post-16.

The qualification has been developed alongside the Level 1 Award in Graphic Design. It is a vocational qualification equivalent to GCSE grades 8.5 – 4.

The Level 2 Award in Graphic Design is a linked qualification. The Level 1 and Level 2 qualifications have been developed together for co-teaching. The qualifications reflect each other in content but are pitched at different levels in language and expectation. The grading descriptors have been levelled and therefore are different across both of the qualifications.

The Level 1 and Level 2 qualifications share the same external assessment to aid co-delivery. By having one external assessment across both qualifications it provides a valid and more robust assessment.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes and comply with the relevant literacy, numeracy, and health and safety aspects of the qualification.

Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding levels.

For learners that have already achieved at Level 1, and then progress to a Level 2 qualification with the same discount code, **the first entry only** will be the one that counts in the performance tables. Centres should be mindful of this in their planning.

This Level 2 qualification is appropriate for learners who are looking to develop a significant core of knowledge and understanding in graphic design, and an understanding of how to apply their learning to the graphic design sector. This qualification has overlapping content with the Level 1 qualification (603/0844/8). This is not intended as progression from the Level 1 qualification.

If a learner has undertaken the majority of the Level 2 qualification, but for any reason is not able to fully achieve it, centres can transfer these learners to the corresponding Level 1 qualification and map prior learning from the Level 2. For more information please contact the External Quality Assurance team.

Achieving this qualification

This qualification consists of:

Unit No	Unit title	GLH	Mandatory/ optional	Assessment method
Unit 01	Introduction to graphic design	30	Mandatory	Internally and externally assessed
Unit 02	Graphic design practice	30	Mandatory	Internally and externally assessed
Unit 03	Responding to a graphic design brief	30	Mandatory	Internally and externally assessed
Unit 04	Graphic design portfolio	30	Mandatory	Internally assessed

To be awarded the Level 2 Award in Graphic Design, learners are required to successfully complete **4** mandatory units. Learners must also achieve a minimum of a Pass in the external assessment.

The learning outcomes for each unit are provided in Section 2 (page 15).

To achieve the Level 2 Award in Graphic Design, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification. Learners must also achieve a minimum of a Pass in the external assessment.

A Unit Certificate can be requested for learners who don't achieve the full qualification but who have achieved at least one whole unit.

Grades are awarded for this qualification. For further information about grading and submitting these grades to NCFE, please see Section 4 (page 55).

Progression opportunities

Learners who achieve this V Cert qualification could progress onto level 3 qualifications and A Levels, such as:

- Level 3 Applied General Certificate in Art & Design
- A Level Design and Technology.

It may also be useful to those studying qualifications in the following sectors:

- design and technology
- art and design
- creative media.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications https://register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Where a qualification has an external assessment this can only be taken up to the last assessment date set by us. No external assessments will be permitted after this date so learners will need to be entered in sufficient time

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and Internal Quality Assurance

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

Resource requirements

Although NCFE does not specify the resource requirements for this qualification, centres are expected to have appropriate equipment to allow learners to cover all of the learning outcomes. NCFE does not stipulate the software packages or equipment centres should use. However, centres must offer learners access to software packages and equipment appropriate to graphic design. These might typically include (as available within centres):

- appropriate physical resources (eg equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of this qualification
- appropriate health and safety policies relating to the use of equipment by learners
- the ability to submit internal and external assessment evidence in the following acceptable file formats:
  - JPG/JPEG
  - TIF/TIFF
  - PDF

Learner evidence required for external assessment purposes must be transferred onto storage media and submitted digitally using PowerPoint or PDF file formats.

Centres must ensure they have appropriate equipment to photograph, save and electronically submit learner evidence that is handwritten or hand drawn. Centres must also ensure they have suitable recording equipment and that a good quality recording of audio/visual evidence is submitted in an appropriate format.

Support for learners

Evidence and Grading Tracker

We've produced an Evidence and Grading Tracker for each internally assessed unit to help learners keep track of their work and to help Teachers reach a judgement on the overall unit grade.

They can be downloaded free of charge from the NCFE website You don't have to use the Evidence and Grading Tracker – you can devise your own evidence-tracking documents instead.

Any documents you produce should allow learners to track their achievement against each required learning outcome and assessment points and include:

• information on the content, availability and location of NCFE's procedures and policies
• advice on support mechanisms for learners who are experiencing difficulties with their studies
• a mechanism for Assessors and Internal Quality Assurers to authenticate evidence and achievement for each unit.

Support for centres

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

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

Support handbook

This qualification specification must be used alongside the mandatory support handbook which can be found on the NCFE website. This contains additional supporting information to help with planning, delivery and assessment.

This qualification specification contains all the qualification-specific information you will need that is not covered in the support handbook.

Customer Support team

Our award winning Customer Support team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. You can contact your Customer Support Assistant on 0191 239 8000 or email customersupport@ncfe.org.uk.

Assessment and Moderation Handbook for Schools

This guide describes the quality assurance process so that you can be aware of what systems and processes you should have in place.

Regulations for the Conduct of External Assessments - V Certs

This is designed to assist centres in the correct administration of the external assessment component of NCFE V Cert qualifications.

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

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

Learning resources

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

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Sample Portfolio

NCFE has produced a sample portfolio to help Teachers to benchmark their learners' achievements.

Delivery Guide

NCFE has produced a Delivery Guide to help Teachers understand how the qualification could be delivered.

Please visit the NCFE website for more information.

School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the DfE to be included in the Key Stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website register.ofqual.gov.uk/ for further information.

Work experience

Work experience can be very valuable to learners to gain a realistic insight into the career or job they may be interested in. The following websites provide useful information and guidance:

- www.bbc.co.uk/careers/work-experience/
- www.creativeskillset.org/
- www.hse.gov.uk/youngpeople/workexperience/index.htm

Essential skills

In order to complete high-quality project-based learning, learners may spend some time exploring how such projects are undertaken in the commercial sector of their subject area. They may also seek work experience opportunities and develop contacts with workplaces and employers.

All this activity requires that they develop a thorough understanding of the essential skills employers look for in employees.

These range from familiar 'key skills' such as team working, independent learning and problem solving, to the softer skills such as:

- an appreciation for appropriate behaviour and dress
- appropriate interpersonal skills
- communicating with professional colleagues/peers and/or hierarchical seniors
- supporting other aspiring employees
- personal manners and deportment
- understanding work practices and how different roles and departments function within an organisation.

NCFE has a range of qualifications that schools can use to formalise learning in these aspects of essential work-ready skills. NCFE offers valuable support to learners whose portfolio of qualifications may benefit from some work-specific enhancements. For more information please go to the NCFE website.

Section 2
Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview provides:

- unit title and number
- unit summary
- guided learning hours
- level
- whether a unit is mandatory or optional
- how the unit is assessed.

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

- learning outcomes
- assessment points
- grading descriptors and examples
- delivery and assessment
- types of evidence for internal assessment.

The learning outcomes for each unit should not be viewed as a stand-alone element; they should be viewed holistically with the assessment points, delivery and assessment guidance, and grading descriptors. These components combined ensure that the learners' achievement is consistent with the level of the qualification.

Information in the delivery and assessment section must be covered by the Teacher during the delivery of the unit.

Anything which follows a **must** details what must be taught as part of that area of content. **These are subject to assessment.**

Anything which follows an **eg** or **could** is illustrative; it should be noted that where **eg** is used there are examples that could be covered in teaching of the unit content.

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

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

Synoptic assessment

Synoptic assessment[1] is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects they have studied. It enables learners to show that they can transfer knowledge and skills learned in one context to resolve problems raised in another.

To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills from the beginning.

As learners progress through the course, they use and build upon knowledge and skills learnt in previous units. Internal assessment tasks will test the learners' ability to respond to a real life situation that they may face when they are in employment.

The external assessment is also synoptic in nature as it requires learners to apply and integrate their knowledge and skills from across the qualification in a vocationally relevant context.

Full evidence of learners' accumulated knowledge, skills and understanding and of their ability to 'think like a graphic designer' will be evidenced when the learner successfully achieves the qualification.

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[1] The Department for Education (DfE) defines synoptic assessment as: 'a form of assessment which requires a learner to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of techniques, concepts, theories and knowledge from across the whole vocational sector, which are relevant to a key task'.

Unit 01 Introduction to graphic design (T/615/3956)

Unit summary	Learners will develop an understanding of the components of graphic design. They will do this by working with physical and/or digital materials and techniques. The learner will be introduced to graphic design components through personal experimental work.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand the components of graphic design

The learner must know about:

- colour
- tone
- line
- composition
- typography
- imagery

Grading descriptors	Example
Pass: Describes the graphic design components	Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples.
Merit: Describes the graphic design components <u>and makes some links between them</u>	Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples. Learners will make <u>some</u> links between the components, eg colour and tone.
Distinction: Describes the graphic design components and <u>explains how they are linked</u>	Learners must describe each of the following: colour, tone, line, composition, typography and use of imagery with annotated visual examples. Learners will explain <u>how</u> the components can be linked giving several examples, eg understanding how design decisions affect each other in a final piece through the choice of typography, line, layout, colour etc.

Unit 01 Introduction to graphic design (T/615/3956) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment

Colour

- colour theory (primary, secondary, tertiary, complementary)
- colour association, eg colours associated with brands, colours associated with environmental issues, colours associated with mood/ambiance.

Tone (contrast, shade)

- the use of tone gradients
- the use of tone to provide contrast and definition.

Line (different types)

- the use of line to create expression or emphasis within graphic design
- line as a device to order and define space.

Composition (layout, proportion, balance, shape)

- the relationship between shape, form and space
- the placing of components within the space and the flow of information within the design.

Typography (typesetting, fonts, letterforms) the choice of typeface/font and its visual qualities, the visual qualities should relate to the subject of the design and communicate the desired characteristics.

- Typesetting is the physical or digital composition and legibility of text.
- The characteristics of fonts include serif, sans serif, bold, italic, etc. The characteristics of individually designed letterforms include: shape, pattern, colour, negative/positive imagery, etc.
- The visual qualities of typesetting, of a chosen typeface/font or of individually designed letterforms, should relate to the subject of the design and consistently communicate its message. For example, in:

  ‒ signage
  ‒ campaigning
  ‒ advertising
  ‒ packaging.

Imagery (subject and narrative imagery) the inclusion of pictorial or symbolic elements within design. These may be created specifically for the design, come from stock images, or may be common symbols which have an established understanding among the public.

Image files the following file formats are acceptable:

- JPG/JPEG
- TIF/TIFF
- PDF.

Unit 01 Introduction to graphic design (T/615/3956) (cont'd)
Learning outcome 1 (cont'd)

Types of evidence
Learners must provide: • visual portfolio in <u>any format.</u> Portfolio could include: • sketchbook (digital/physical) • portfolio (digital/physical). Please see Section 5 (page 60) for a glossary of evidence types.

Unit 01 Introduction to graphic design (T/615/3956) (cont'd)

Learning outcome 2

The learner will:

Experiment with the graphic design components

The learner must demonstrate use of:

- colour
- tone
- line
- composition
- typography
- imagery

Grading descriptors	Example
Pass: Carries out purposeful experiments with some links to development of ideas	Learners will have evidence of experiments with all of the following components: colour, tone, line, composition, typography, use of imagery with some evidence of communicating ideas.
Merit: Carries out <u>focused</u> experiments with <u>evidence</u> of how this has been used in the development of ideas	Learners will have evidence of focused experiments with all of the following components: colour, tone, line, composition, typography, use of imagery with consistent evidence of communicating ideas.
Distinction: Carries out <u>thorough experiments</u> with <u>clear evidence</u> of how this has been used in the development of ideas	Learners will have evidence of focused experiments with all of the following components: colour, tone, line, composition, typography, use of imagery with consistent evidence of <u>clear</u> communication of ideas.

Unit 01 Introduction to graphic design (T/615/3956) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment

Learners must experiment with the graphic design components.
 	
Experiments will explore the qualities, effects, properties etc of graphic design materials and techniques using graphic design components. The graphic design components should be shown in a variety of uses or applications. Experiments can take the form of mixed media, digital layouts, digital manipulation, swatches, montage, typographical layouts etc.
 	
Colour
 	
• colour theory (primary, secondary, tertiary, complementary)
• colour association, eg colours associated with brands, colours associated with environmental issues, colours associated with mood/ambiance.
 	
Tone (contrast, shade)
 	
• the use of tone gradients
• the use of tone to provide contrast and definition.
 	
Line (different types)
 	
• the use of line to create expression or emphasis within graphic design
• line as a device to order and define space.
 	
Composition (layout, proportion, balance, shape)
 	
• the relationship between shape, form and space
• the placing of components within the space and the flow of information within the design, etc.
 	
Typography (typesetting, fonts, letterforms) the choice of typeface/font and its visual qualities, the visual qualities should relate to the subject of the design and communicate the desired characteristics.
 	
• Typesetting is the physical or digital composition and legibility of text.
• The characteristics of fonts include serif, sans serif, bold, italic, etc. The characteristics of individually designed letterforms include: shape, pattern, colour, negative/positive imagery, etc.
• The visual qualities of typesetting, of a chosen typeface/font or of individually designed letterforms, should relate to the subject of the design and consistently communicate its message. For example, in:
    ₋ signage
    ₋ campaigning
    ₋ advertising
    ₋ packaging.
 	
Imagery (subject and narrative imagery) the inclusion of pictorial or symbolic elements within design. These may be created specifically for the design, come from stock images, or may be common symbols which have an established understanding among the public.

Unit 01 Introduction to graphic design (T/615/3956) (cont'd)

Learning outcome 2 (cont'd)

Types of evidence
Learner must provide: • evidence of experiments. Evidence could include: • design sheets • experiments with ₋ mixed media ₋ digital layout ₋ digital manipulation ₋ montage ₋ typography. Please see Section 5 (page 60) for a glossary of evidence types.

Unit 01 Introduction to graphic design (T/615/3956) (cont'd)

Learning outcome 3

The learner will:

Review their graphic design experiments

The learner must evaluate:

- the visual impact of their experiments
- the choices made during their experiments

Grading descriptors	Example
Pass: Describes the visual impacts of graphic design components in experimental work.	Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work.
Merit: Describes the visual impacts of graphic design components in experimental work, explaining choices made during experimentation with one component	Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work. The learner will explain the choices, made during their experimentation with one graphic design component.
Distinction: Describes the visual impacts of graphic design components in experimental work, explaining choices made during experimentation with <u>more than one</u> component.	Learners will describe the visual impacts of colour, line, tone, composition, typography, use of imagery in their experimental work. The learner will explain the choices, made during their experimentation with more than one of the graphic design components.
Delivery and assessment	

The learner will evaluate their experiments.

The visual impact of their experiments
The learner should reflect upon their experiments considering:

- associations eg shapes, textures or patterns which are recognised
- reactions eg feelings, sensations or responses
- communication eg meaning, message or idea
- impressions eg inspiration, influence or stimulus
- how the experiments could be applied to components of graphic design.

The choices made during their experiments
The learner should review the choices they made when selecting and applying tools, materials and techniques, when experimenting with graphic design components. For example, pens and brushes, wet and dry materials, letterforms, software applications, colour mix, printmaking techniques, etc.

They should explain how the preceding experiments and their design intentions influence their choices.

Unit 01 Introduction to graphic design (T/615/3956) (cont'd)

Learning outcome 3 (cont'd)

Types of evidence
Evidence could include: • audio/visual narrative • report • sketchbook (digital/physical) • design sheets. Please see Section 5 (page 60) for a glossary of evidence types.

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3 (page 48).

Unit 02 Graphic design practice (A/615/3957)

Unit summary	Learners will explore design disciplines, examine the work of recognised designers and use their understanding of design components to identify successful design practice. They will choose one discipline, select some work by a recognised designer in that discipline and create their own piece of graphic design, taking inspiration from their research and using components found in the work of their chosen designer.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand the work of recognised graphic designers

The learner must know about:

- examples of design practice in a chosen discipline
- recognised graphic designers in a chosen discipline
- the characteristics of design practice

Grading descriptors	Example
Pass: Relates information from <u>at least two</u> sources.	Learners will communicate some defining characteristics of design within their chosen discipline, using at least two sources to obtain information.
Merit: Relates information from <u>different formats</u> from <u>at least two</u> sources	Learners will communicate the main characteristics of design within their chosen discipline, using information from at least two sources and in at least two different formats.
Distinction: Relates information from <u>different formats</u> from <u>different types of sources</u> commenting on the credibility of sources	Learners will communicate the main characteristics of design work within their chosen discipline using a range of different sources from different formats to obtain information. They will state which sources have the most value and why.

Unit 02 Graphic design practice (A/615/3957) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
A format is the specific structure in which information or ideas are presented, eg book, journal, website etc. A source is where information or ideas are collected and made accessible, eg designer's website, adverts, content writers, authors etc. **Examples of design practice in a chosen discipline** Learners will choose a discipline from the following list: • illustration eg comic strip, hand-drawn animation, fine art illustration • advertising graphics eg point of sale (POS), leaflets, posters, websites, flyers etc • branding and corporate identity eg logos • packaging graphics • typography • digital design (eg web, digital animation, desktop publishing (DTP), image manipulation) • communication graphics **Recognised graphic designers in the learner's chosen discipline** Learners will research practitioners that are recognised and creditable within their discipline. The learner should be able to independently research within the discipline, from more than one source, where appropriate for the level, and be able to identify those that are professionally involved in the sector. Suggested graphic designers that reflect this standard, for example: • illustration eg Quentin Blake, Chip Kidd, Lesley Barnes • advertising graphics eg Saatchi and Saatchi, Mother, Saul Bass, Milton Glaser, Alan Fletcher • branding and corporate identity eg Ferdinando Guiterrez, Michael Beirut, Paul Rand, Alan Fletcher • packaging graphics eg Peter Saville, Design Agencies: Big Fish, Bloom • typography eg Matthew Carter, El Lissitzky, David Carson • digital design eg Shepard Fairey, Alberto Seveso • communication graphics eg Neville Brody, Margaret Calvert. This list is given to help Teachers and learners to understand the level of recognition expected for the listed disciplines. It is **not a prescriptive or exhaustive list.**

Unit 02 Graphic design practice (A/615/3957) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
The characteristics of design practice

Learners will provide examples of design practice for their chosen discipline which could cover the following components:

- **colour** (application and selection of colour to create meaning/deliver a message)
- **tone** (contrast, shade)
- **line** (different types eg continuous, broken, dotted, curved, thick, thin)
- **composition** (layout, proportion, balance, layers)
- **typography** (typesetting, fonts, typefaces, letterform)
- **use of imagery** (subject, narrative).

Types of evidence

Evidence could include:

- portfolio physical/digital
- sketchbook digital/physical
- design sheets.

Please see Section 5 (page 60) for a glossary of evidence types.

Unit 02 Graphic design practice (A/615/3957) (cont'd)

Learning outcome 2

The learner will:

Produce a graphic design inspired by the work of a chosen graphic designer

The learner must demonstrate use of:

- technical skills
- processes
- techniques
- equipment
- material
- composition

Grading descriptors	Example
Pass: Selects and uses technical skills or processes	Learners will create a piece of graphic design, using all of the relevant graphic design components, in response to a graphic designer's work. This would demonstrate application of technical skills.
Merit: Selects and uses a combination of the <u>most appropriate</u> technical skills/processes/ equipment/material	Learners will create a piece of graphic design, using all of the relevant graphic design components in response to the chosen graphic designer's work. This would demonstrate effective application of technical skills, they may be inconsistently applied.
Distinction: Selects and uses a combination of the most appropriate relevant skills, equipment, materials <u>and</u> processes	Learners will create a piece of graphic design, using all of the relevant graphic design components, in response to the chosen graphic designer's work. This would demonstrate effective, consistent application of technical skills.

Unit 02 Graphic design practice (A/615/3957) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment
Produce a graphic design inspired by the work of the graphic designer chosen in learning outcome (LO) 1. Taking the graphic designer they chose in LO1, learners should create their own graphic design inspired by that designer's work. Learners may look at or use components from more than one piece by the chosen graphic designer. The emphasis is to demonstrate successful application of technical skills in relation to graphic design components. **Graphic design components** • **colour** (application and selection of colour) • **tone** (contrast, shade) • **line** (different types eg continuous, broken, dotted, curved, thick, thin) • **composition** (layout, proportion, balance, layers) • **typography** (typesetting, fonts, letterform) • **imagery** (subject, narrative) **Technical skills** Use of materials and application of processes • physical - proficient control of investigation and command of materials/processes • digital - proficient control of digital manipulation and command of digital tools. **Processes** Physical and digital experimentation and use of materials • physical - shading, printmaking, collage etc • digital - eg digital manipulation. **Equipment** Tools used • physical - eg pencil, paper, paint, ink etc • digital - eg software, printer, scanner, camera. **Material** • physical - eg card, paper, paint, etc • digital - eg stock images, original images, scanned material, line, shape, colour, tone, pattern, etc.

Unit 02 Graphic design practice (A/615/3957) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment
Composition ie layout, proportion, balance, shape • **rhythm** eg sequence, pattern, alternating motifs, direction, progression • **contrast** eg emphasis, similarity/dissimilarity, isolation/inclusion, tone, colour, shape • **scale** eg relative size/area, ratio, range of motifs/fonts/colours, comparison • **unity** eg consistency of themes/motifs/fonts, use of grids, use of connecting lines or shapes, use of colour/tone/ texture, use of linking text or icons.

Types of evidence
Learner must provide • a piece of graphic design in one of the following disciplines: • illustration • advertising graphics • branding and corporate identity • packaging graphics • typography • digital design • communication graphics. Please see Section 5 (page 60) for a glossary of evidence types.

Unit 02 Graphic design practice (A/615/3957) (cont'd)

Learning outcome 3

The learner will:

Review their graphic design

The learner must evaluate:

- how their design reflects the work of the graphic designer
- their technical skills
- their use of graphic design components
- ways of improving

Grading descriptors	Example
Pass: Makes detailed conclusions	Learners will give detailed conclusions about their own work but they may have limited evidence of how it is made in response to the chosen graphic designer. Learners will cover the appropriate use of technical skills and appropriate graphic design components <u>and</u> provide justification for their selections. However, learners will inconsistently link this to the chosen graphic designer.
Merit: Makes detailed conclusions <u>related</u> to their graphic design	Learners will give detailed conclusions about their own work and they will have evidence of how it is made in response to the chosen graphic designer. Learners will cover the appropriate use of technical skills and appropriate graphic design components <u>and</u> provide justification for their selections and link this to the chosen graphic designer.
Distinction: Makes detailed conclusions related to their graphic design <u>and suggested improvements</u>	Learners will give detailed conclusions about their own work and they will have evidence of how it is made in response to the chosen graphic designer. Learners will cover the appropriate use of technical skills and appropriate graphic design components <u>and provide</u> justification for their selections which is clearly linked to the chosen graphic designer. Learners will suggest ideas for the effective improvement of future work/their own practice.

Unit 02 Graphic design practice (A/615/3957) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment
In this LO the learner should review their work focusing on the following: • how their design reflects the work of the graphic designer • their technical skills • their use of graphic design components • ways of improving.

Types of evidence
The learner must provide: • their review.   The review could include: • report • design sheets • audio/visual narrative • presentation.   Please see Section 5 (page 60) for a glossary of evidence types.

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3 (page 48).

Unit 03 Responding to a graphic design brief (F/615/3958)

Unit summary	Learners will analyse the requirement of a graphic design brief. They will understand the requirements and develop some possible ideas to meet the brief. The learner will further develop an idea and present their final graphic design. Finally, the learner will analyse their work and review how they have met the brief.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
Graded	Yes
Internally/externally assessed	Internally and externally assessed

Learning outcome 1

The learner will:

Understand the requirements of a graphic design brief

The learner must know how to:

- respond to a brief
- develop ideas

Grading descriptors	Example
Pass: Makes accurate conclusions based on <u>some</u> information	Learners will analyse the brief and demonstrate their understanding of its requirements. Their conclusions will be accurate but will only take into account some of the client's requirements. The ideas developed in response to the brief will only be based on some of the client's requirements.
Merit: Makes accurate conclusions based on <u>all the</u> information	Learners will analyse the brief and demonstrate their understanding of its requirements. Their conclusions will be accurate and take into account all of the client's requirements. The ideas developed in response to the brief will be based on all of the client's requirements.
Distinction: Makes accurate conclusions <u>weighing up</u> the all the information	Learners will analyse the brief and demonstrate that their understanding is based on an examination of all of its requirements. Their conclusions will be accurate and effectively balance all of the client's requirements. The ideas developed in response to the brief will successfully resolve all of the client's requirements.

Unit 03 Responding to a graphic design brief (F/615/3958) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
Learners will analyse and respond to a graphic design brief. This can be for a range of graphically designed items or for 1 specific item. They will develop a range of ideas leading to a final idea. **Respond to a brief** Learners should respond to the brief by analysing the following: • the final outcome eg a logo • purpose and impact - What does the client want to achieve? eg raise awareness • target audience eg children • the client's values. **Develop ideas** Learners will experiment and develop ideas to meet the brief. These will be developed through their own exploration and practice. Learners will provide evidence of the development process; eg visual experiments, first sketches, drafts, outlines, further experimentation with graphic design components, refinement of ideas, final idea. Best practice would show refinement of ideas and realisation of intentions in order to meet the brief. The emphasis is on meeting the requirements of the brief and not working to the learners' own preferences. By the end of this LO the learner should be prepared to design their final idea to meet the brief from the development of their ideas.
Types of evidence
Evidence must include: • their response to the brief • draft designs. Evidence could include: • design sheets • sketchbook (physical/digital). Please see Section 5 (page 60) for a glossary of evidence types.

Unit 03 Responding to a graphic design brief (F/615/3958) (cont'd)

Learning outcome 2

The learner will:

Produce their final graphic design idea

The learner must demonstrate:

- technical skills
- effective use of resources

Grading descriptors	Example
Pass: Completes and presents tasks following the brief with <u>some</u> degree of accuracy Selects and uses technical skills	The developed final idea will be accurate and relevant to meeting the brief. The learner will show selection and application of technical skills and effective use of resources in the execution of the final graphic design idea.
Merit: Completes tasks <u>mostly</u> accurately following the brief Selects and uses a combination of the <u>most appropriate</u> technical skills and processes	The developed final idea will be mostly accurate and relevant to meeting the brief. The learner will show effective selection and application of technical skills and effective use of resources in the execution of the final graphic design idea. However, this may not be consistently applied.
Distinction: Completes tasks <u>accurately meeting all of the requirements of</u> the brief Selects and uses a combination of the most appropriate relevant skills, equipment, materials <u>and</u> processes	The developed final idea will be accurate and relevant in meeting all the requirements of the brief. The learner will show the most effective selection and application of technical skills and effective use of resources in the execution of the final graphic design idea. These will be consistently applied throughout the production of the final design idea.

Unit 03 Responding to a graphic design brief (F/615/3958) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment
Learners should refine and fully develop one of their ideas from LO1 to a final design. A final design is required. The learner will be assessed on graphic design. The learner is not required to produce or mock up a graphic product. **Technical skills** Use of materials and application of processes • physical - proficient control of investigation and command of materials/processes • digital - proficient control of digital manipulation and command of digital tools **Effective use of resources** The effective use of resources will be characterised by: • planning a graphic design activity • considering the most efficient use of technology • anticipating difficulties • avoiding waste.
Types of evidence
The learner must provide: • their final design Evidence could include: • design sheets • presentation. Please see Section 5 (page 60) for a glossary of evidence types.

Unit 03 Responding to a graphic design brief (F/615/3958) (cont'd)

Learning outcome 3

The learner will:

Review how they met the brief

The learner must evaluate:

- the final outcome
- the purpose and impact of the graphic design
- effective use of resources
- what went well and not so well

Grading descriptors	Example
Pass: Describes the processes involved <u>and</u> identifies <u>some</u> aspects of what went well/not so well	Learners can describe the processes used to create their work, the purpose and impact, effective use of resources and how problems were solved in relation to the design brief. Learners can identify some of what went well/not so well in relation to the design brief, although this may not be detailed.
Merit: Describes the processes involved and <u>identifies</u> what went well/not so well	Learners can describe the processes used to create their work, the purpose and impact, effective use of resources and how problems were solved in relation to the design brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed.
Distinction: Describes the processes involved and <u>identifies</u> what went well/not so well <u>and any opportunities for development</u>	Learners can describe the processes used to create their work, the purpose and impact and their effective use of resources. The learners describe how they approached and resolved the challenges presented by the brief. Learners can identify some of what went well/not so well in relation to the design brief, this will be sufficiently detailed. The learner describes opportunities for development or improvement of their graphic design.

Unit 03 Responding to a graphic design brief (F/615/3958) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment
In this LO the learner will review how they have met the brief. **The final outcome** Learners will explain how well their final idea met the client brief. **The purpose and impact of the graphic design** Learners will reflect on the message or impression the design communicates and how the design may influence the audience. **Effective use of resources** Learners will reflect on how they used resources to effectively respond to the brief. **What went well and not so well** Learners will identify what went well and not so well and may identify any improvements that could be made.
Types of evidence
Learner must provide: • their review. Evidence could include: • report • audio/visual narrative. Please see Section 5 (page 59) for a glossary of evidence types.

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3 (page 48).

Unit 04 Graphic design portfolio (J/615/3959)

Unit summary	Learners will explore working in the graphic design industry, by looking at different ways to present work to understand different types of portfolio. They will then design and create their own portfolio and review how the portfolio presents their skills as a graphic designer.
Guided learning hours	30
Level	2
Mandatory/optional	Mandatory
Graded	Yes
Internally/Externally Assessed	Internally assessed

Learning outcome 1

The learner will:

Understand working in the graphic design industry

The learner must know about:

- the range of employment opportunities in graphic design
- entry and progression routes
- ways to present and promote work
- the characteristics of digital and physical portfolios

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Learning outcome 1 (cont'd)

Grading descriptors	Example
Pass: Describes relevant opportunities in the graphic design industry and how work is presented	Learners will describe a range (more than three) of examples of working in graphic industries, different types of presentation methods and promotional formats, and ways to present and promote their work. There will be little evidence of how examples of working in the graphic design sector and presentation formats are linked.
Merit: Describes relevant opportunities in the graphic design industry and how work is presented, <u>and makes some links between them</u>	Learners will describe a range (more than three) of examples of working in graphic industries, different types of presentation methods and promotional formats, and ways to present and promote their work. There will be some evidence of how examples of working in the graphic design sector and presentation formats are linked.
Distinction: Describes relevant opportunities in the graphic design industry and how work is presented and <u>explains how they are linked</u>	Learners will describe a range (more than three) of examples of working in graphic industries, different types of presentation methods and promotional formats, and ways to present and promote their work. There will be an explanation of how examples of working in the graphic design sector and presentation formats are linked.

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Learning outcome 1 (cont'd)

Delivery and assessment
The range of employment opportunities in graphic design: • creative industries that use graphic designs eg advertising, marketing, industrial and product design, fashion, film, TV, ICT, publishing, museums, galleries, set design, digital animation • graphic design agencies eg packaging, idea and concept generation, branding, illustration • freelance opportunities eg responding to client briefs, selling graphic designs through websites, competitions. **Entry and progression routes** Progression routes into a career in graphic design eg university, Apprenticeship, internship, work shadowing/work experience **Ways to present and promote work** Learners should research and explore different ways that work can be presented by graphic designers. They should have an understanding of the aesthetics of well-presented graphic design work and how this helps with the promotion of their image as a designer. Learners should explore different ways they can promote their graphic design work. **The characteristics of digital and physical portfolios** Learners should be aware of the different types of portfolio that graphic designers produce and edit, for example: • digital - static, dynamic, animated, interactive, website, blog • physical - folder, pop-up book, cards, giveaways, books, boxsets. The learner needs to choose a portfolio format that best suits their needs.
Types of evidence
Evidence could include: • audio/visual narrative • presentation • report • design sheets. Please see Section 5 (page 60) for a glossary of evidence types.

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Learning outcome 2

The learner will:

Produce a graphic design portfolio

The learner must demonstrate:

- breadth of work
- editing and selection of work
- selection of format
- presentation skills
- reasons for choice

Grading descriptors	Example
Pass: Completes and presents their graphic design portfolio with <u>some degree</u> of accuracy Their portfolio will show application of technical skills <u>responding</u> to any straightforward problems that arise	Learners will present their completed graphic design portfolio. The portfolio provides some accuracy in the breadth of the work included and in the editing and selection of work, demonstrating skill as a graphic designer. The learner will make their own choices of format however there may be little or weak evidence of the explanation of their choices. The learner will demonstrate the technical skills used to edit, compile and present the work.
Merit: Completes and presents their graphic design portfolio <u>mostly accurately</u> Their portfolio will show the <u>effective</u> application of technical skills while <u>solving</u> any straightforward problems that arise	Learners will present their completed graphic design portfolio. The portfolio will be frequently accurate in the breadth of the work included and in the editing and selection of work, to present the learner's skills as a graphic designer. The learner will explain their choices of format. The learner will demonstrate technical skills used to effectively overcome the challenges of editing, compiling <u>OR</u> presenting the work.
Distinction: Completes and presents their graphic design portfolio <u>accurately meeting all of the requirements</u> Their portfolio will show the <u>consistent</u> and <u>effective application</u> of technical skills, <u>efficiently solving</u> any straightforward problems that arise.	Learners will present their completed graphic design portfolio. The portfolio will accurately and consistently contain a breadth of the work which has been selected and edited to present the learner's skills as a graphic designer. The learner will explain and justify their choices of format. The learner will demonstrate technical skills used to effectively and resourcefully overcome the challenges of editing, compiling <u>AND</u> presenting the work.

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Learning outcome 2 (cont'd)

Delivery and assessment
In this LO the learner must produce a graphic design portfolio and demonstrate the following skills: **Breadth of work** Learners must have a minimum of six completed pieces and/or experimental pieces to demonstrate their breadth of work and intentions as a graphic designer. Breadth would be indicated by a range of disciplines (eg typography, advertising, packaging) or by examples of ideas or interpretations of themes. Work may be selected from earlier units to be used if relevant to learner's intentions. **Editing and selection** Learners should review their work, including experimental work, edit it by making adjustments to size, shape or resolution/finish, and make selections for the portfolio. These should be made on the basis of the effective presentation of graphic design skills. **Selection of format** Learners should select and use the most appropriate format in which to display their work/intentions, eg digital/physical, interactive/static. **Presentation skills** Learners should demonstrate skill in the effective presentation of their portfolio. Learners will not be credited for quantity of work but for the careful consideration and presentation of the work they have edited and selected. **Reasons for choice** Learners will record why they have chosen specific pieces of work to include within the portfolio and what these show in relation to their graphic design practice.

Types of evidence
Learners must provide: • their graphic design portfolio. Evidence could include: • <u>any</u> format of graphic design portfolio • presentation • report. Please see Section 5 (page 60) for a glossary of evidence types.

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Learning outcome 3

The learner will:

Review their skills as a graphic designer

The learner must evaluate:

- strengths and weaknesses
- technical skills
- creative responses
- presentation skills

Grading descriptors	Example
Pass: <u>Describes</u> a range of strengths and weaknesses of their graphic design practice with supporting evidence	Learners have identified a range of strengths and weaknesses, technical skills, creative responses and presentation skills within the graphic design work, making reference to their portfolio.
Merit: <u>Describes</u> a range of strengths and weaknesses with supporting evidence and <u>describes the impact on their graphic design practice</u>	Learners have identified a range of strengths and weaknesses, technical skills, creative responses and presentation skills within the graphic design work and will describe how these affected their graphic design work.
Distinction: <u>Describes</u> a range of strengths and weaknesses of their graphic design practice with supporting evidence, showing evidence of <u>recognising different levels of importance</u>	Learners have identified a range of strengths and weaknesses, technical skills, creative responses and presentation skills within the graphic design work and will describe how these affected the design work. Learners will recognise the levels of importance when describing the impact of different factors upon their design work.

Unit 04 Graphic design portfolio (J/615/3959) (cont'd)

Learning outcome 3 (cont'd)

Delivery and assessment
Learners will evaluate their skills as a graphic designer thinking about strengths and weaknesses, technical skills, presenting their work, understanding the requirements of a brief and their creative responses. They should consider who has interested them, what influence they have taken from their research into graphic design, which skills and techniques they have experimented with and which styles and genres they have preferred. **Strengths and weaknesses** Learners will review the aspects of the portfolio and its presentation which provide a positive description of the learner as a graphic designer, and those aspects which provide a less positive description of the learner as a graphic designer. **Technical skills** Learners will review their use of materials and application of processes: • physical - proficient control of investigation and command of materials/processes • digital - proficient control of digital manipulation and command of digital tools. **Creative responses** Learners will review the work produced in answer to a brief or starting point. Learners will reflect on their imaginative and original interpretations, their use of inventive visual communication, and the suitability of their designs. **Presentation skills** The ability to use and combine physical or digital graphic components in the editing and presentation of graphic design work.
Types of evidence
Learners must provide: • their review. Evidence could include: • presentation • report • audio/visual narrative. Please see Section 5 (page 60) for a glossary of evidence types.

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. Please see Section 3 (page 48).

Section 3

Assessment and Quality Assurance

Assessment and Quality Assurance

How the qualification is assessed

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

The assessment for the Level 2 Award in Graphic Design consists of 2 types of assessment:

- internal assessment – portfolio of evidence. Each unit is internally assessed by centre staff and externally quality assured by NCFE.
- external assessment – task-based exam. This will be graded by NCFE. This will assess the application of knowledge and skills acquired from units 1 – 3 of the qualification.

The external assessment accounts for 50% of the final grade in order to meet the requirements of a Technical Award.

The external assessment component is set and marked by NCFE.

All learner evidence required for external assessment purposes must be submitted digitally using PowerPoint or PDF file formats and be transferred onto storage media that can be opened. For any audio/visual evidence, a good quality recording must be submitted in an appropriate format.

Learners must be successful in **both** types of assessment to achieve the qualification.

Assessment component		Description	Duration	Marks	Contribution to final grade
1	Internal assessment	Portfolio of evidence covering all learning outcomes	Duration of the qualification	N/A	50%
2	External assessment – task-based exam	Invigilated task-based exam assessing application of knowledge and skills	10 hours	90	50%

Cognitive processes

To reflect their technical nature, we have put three essential cognitive processes at the heart of these qualifications. These processes are know, do and review.

Assessment objectives

The assessment objectives are derived from these cognitive processes and interpret the intellectual criteria which the qualification targets.

Assessment objectives (AOs) are applied to the whole qualification and provide synergy between the internal and external assessment. They are tested directly in the external assessment and through the learning outcomes for the internal assessment.

The AOs for this qualification are:

- **AO1** Recall knowledge and show understanding
- **AO2** Apply knowledge and understanding
- **AO3** Analyse and evaluate knowledge and understanding
- **AO4** Evaluate graphic design decisions/aspects

Learning outcomes and assessment points

The learning outcomes and assessment points supplement the assessment objectives by providing information about the nature of the content which should be covered in each of the units.

Internal assessment

NCFE has created a set of sample tasks for each unit which can be found in the Internal Assessment Sample Tasks document. You can contextualise these tasks to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover all the learning outcomes for each unit and provide opportunities for stretch and challenge. For further information about contextualising the tasks, please contact the Quality Assurance team on 0191 239 8000.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks which demonstrates achievement of all the learning outcomes associated with each unit. The assessment tasks should allow the learner to respond to a real life situation that they may face when in employment. On completion of each unit learners must declare that the work produced is their own and the Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 15).

Internally assessed work should be completed by the learner in accordance with the qualification specification. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the Teacher. Assessment activities can be integrated throughout the delivery of the qualification, although they must remain separate from the teaching of the unit. Internal assessment does not have to take place directly at the end of the unit.

Any work submitted for internal assessment must be completed during scheduled assessment hours in accordance with the scheme of work, and must be authenticated and attributable to the learner. The Teacher must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

In practice, this means that all of the portfolio of evidence will be completed in normal class time within scheduled assessment hours and kept separate from any teaching and learning hours.

The internal assessment component is based on 100% coverage of the qualification content which is assessed holistically against descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the guided learning hours. The grade achieved for each unit is converted to a Uniform Mark Scale (UMS) score.

All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points, delivery and assessment guidance, and grading descriptors). These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded. Assessing the learning outcome as a whole allows for increased professional judgement on the part of the Assessor in terms of the learner's overall level of performance against the learning outcomes.

If a centre chooses to create their own internal assessment tasks, they must:

- be accessible and lead to objective assessment judgements
- permit and encourage authentic activities where the learner's own work can be clearly judged
- refer to the Internal assessment writing and delivery: Guide for centres on the NCFE website
- refer to Section 5 (page 60) for a glossary of evidence types.

Supervision of learners and your role as an Assessor

Guidance on how to administer the internal assessment and the support you provide learners can be found on the NCFE website.

Feedback to learners

Guidance on providing feedback during teaching and learning and each stage of the assessment can be found on the NCFE website.

Late submissions

Teachers and Assessors should encourage learners to understand the importance of deadlines and when they need to submit their internal assessments. Assessors do not have to accept late work and may refuse it.

Learners may only be given extra time for legitimate reasons such as illness. If you accept a late submission, you should follow the usual assessment process.

Grades should not be reduced as a result of late submission.

Submitting unit grades

Each internally assessed unit within the portfolio of evidence must be assessed and graded by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Quality Assurer to ensure consistency with national standards. See the NCFE website for further information on sampling.

Learners may revise and redraft work up until it's submitted to the Assessor for end-of-unit assessment and grading. Once the work has been assessed, graded and internally quality assured, the grades should be submitted to NCFE. This will be classed as the first attempt. Submitted grades for the first unit(s) of the qualification will trigger your first external quality assurance visit.

Following the external quality assurance visit the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If the grades are rejected, the work cannot be given back to the learner. If a grade is rejected, centres must reassess, re-grade and internally quality assure the work and resubmit the new unit grade.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Quality Assurer, learners are permitted one opportunity to revise and redraft their work. The additional work will need to be assessed, graded and internally quality assured again, and the centre will be required to resubmit the updated grade to NCFE for further external quality assurance. Learners are only permitted one resubmission of internally assessed work.

Why would the unit grades be rejected by an External Quality Assurer?

This would occur if the External Quality Assurer did not agree with the grades the centre had submitted. It may be that the centre had been grading too harshly, too leniently or inconsistently from one learner to the next. In this situation, the centre would be required to assess, grade and internally quality assure all learners' work again.

External assessment

Each learner is required to undertake an external assessment.

External assessments are set and marked by NCFE. The assessment assesses learners' knowledge, understanding and skills from across all units of the qualification.

The external assessment will take place towards the end of the qualification after these units have been taught.

Any stimulus material used by the centre or work completed during the teaching of the unit cannot be used as evidence in the external assessment.

No hard copies or physical evidence should be submitted as part of the external assessment. All evidence must be submitted digitally.

The external assessment for this qualification consists of 1 exam. A high level of control applies.

The external assessment is as follows:

• Practical exam – 10 hours invigilated external assessment.

The external assessment must take place under timed external assessment conditions and must be invigilated in accordance with the Regulations for Conduct of External Assessment – V Certs.

The external assessment must not be altered in any way by the centre.

Sample papers for the external assessment will be made available. We'll update the website with the latest past paper soon after a live assessment has been sat.

There are 2 external assessment windows available during the academic session. Please refer to the external assessment timetable on our website www.ncfe.org.uk for confirmation of the specific dates when the exam must be arranged.

To access the external assessment, centres must have entered learners using the NCFE Portal. When you make your registrations in the NCFE Portal you will be prompted to select an assessment date for your learners. NCFE will issue external assessment papers to the learner for the assessment date selected at registration. If you want your learners to sit the external assessment on a different assessment date you will need to contact the customer support team and arrange a transfer of entry.

Centres must enter learners at least 10 working days in advance of the assessment date. Late entries cannot be accepted.

The external assessment material will be sent out in time for the assessment date. The material must be kept secure at all times throughout the assessment period.

You must return the External Assessment Register and all learner work to NCFE one working day after the external assessment date. The last date that NCFE will accept learner work is the next working day from the exam being sat. Please refer to the assessment arrangements document on the NCFE website for confirmation of this date.

Learners are entitled to one resit for each of the external assessment components, which will be chargeable. This means that learners can have a total of 2 attempts at each of the external assessments. Resits of the external assessment will be different from the original assessment. 'Did Not Attend', will not be classed as an attempt at the external assessment. If you know before the assessment date that a learner is no longer able to sit the external assessment please contact NCFE to cancel or transfer the entry.

For guidance on conducting external assessments, please refer to the Regulations for Conduct of External Assessment – V Certs or contact the Quality Assurance team on 0191 239 8000.

Quality Assurance

Internal quality assurance

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

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

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

External quality assurance

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

External Quality Assurance (CACHE and NCFE graded qualifications)

Summatively assessed and internally quality assured grades for at least one completed unit must be submitted via the Portal, prior to an EQA review taking place. Following the EQA review, the unit grades will either be accepted and banked by your External Quality Assurer or, if they disagree with the grades, they will be rejected. If a grade is rejected, centres must reassess, regrade, internally quality assure and resubmit the new unit grade in line with EQA actions.

Section 4

Grading information

Grading information

Grading has been introduced to make sure that this qualification rewards learners with a suitable grade to reflect their achievement in this subject. NCFE has developed a robust grading structure that can be applied to all its graded qualifications fairly and consistently.

Each unit of this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction.

To support Assessors in making accurate grading decisions, NCFE has included examples alongside the grading descriptor. Sample portfolios can also be used to help set the standard of work and provide guidance on what additional evidence would be required to gain a higher grade. Please note – sample portfolios will be developed over the course of the next year. NCFE Quality Assurers can also provide support visits to assist centres in understanding the grading descriptors, and how to apply them to the learning outcomes consistently.

Grading internally assessed units

The grading descriptors for each unit have been included in this qualification specification. Grading descriptors have been written for each learning outcome in a unit. Assessors must be confident that, as a minimum, all learning outcomes have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. We've provided a grading criteria glossary of terms to help you to make this judgement – see Section 5 (page 60).

Once Assessors are confident that all the Pass descriptors have been met, they can move on to decide if the Merit descriptors have been met. If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met. As the grading descriptors build up from the previous grade's criteria, the evidence must meet 100% of the grade's descriptors to be awarded that grade for the unit.

If a learner meets a combination of grades for the learning outcomes, the lowest grade will be awarded for the unit overall. Learners are only required to meet the merit/distinction descriptors where they are specified in the qualification specification. For example, if a learning outcome/assessment criteria is only achievable at a pass level, then this grading criteria can be discounted when calculating the overall unit grade.

If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved must be awarded for the unit.

Centres must then submit each unit grade to NCFE. The grades submitted to NCFE will be checked and confirmed through the external quality assurance process. This is known as 'banking' units.

The internal assessment component is based on performance of open-ended tasks which are assessed holistically against the grading descriptors to achieve a grade. Each unit of the qualification is internally assessed and will be allocated a weighting based on the GLH and a score based on the holistic grade. The overall grade achieved for each unit is converted to UMS score.

All of the assessment points need to be evidenced in the learner's portfolio, but the grade awarded is based on the standard of work for the learning outcome as a whole (this includes the assessment points, delivery and assessment guidance, and grading descriptors). These components combined ensure that the learner's achievement is consistent with the level of the qualification and the grade awarded. Assessing the learning outcome as a whole allows for increased professional judgement on the part of the Assessor in terms of the learners' overall level of performance against the learning outcomes.

Marking the external assessment

The externally assessed component consists of individual tasks which are marked using a numerical mark scheme to achieve a total score. The external assessment grade will be allocated by NCFE.

The following table represents the percentage UMS associated with each awarded grade:

Level 2 Pass UMS %	Level 2 Merit UMS %	Level 2 Distinction UMS %
60%	70%	80%

Awarding the final grade

NCFE needs to be able to compare performance on the same assessment components across different papers when different grade boundaries have been set, and between the different components. NCFE uses a Uniform Mark Scale (UMS) to enable this to be done.

The final qualification grade is calculated by converting the 2 assessment components into a UMS score to ensure comparability between the different components. These are combined using weightings based on their relevance to the vocational sector. The collective UMS will then be converted into a grade based on the following fixed thresholds:

	Max	P	M	D	D*
UMS	400	240	280	320	360

Learners must achieve a minimum of 120 UMS on the internal assessment component and a UMS of 120 on the external assessment component.

Learners need to achieve a Distinction for each unit in order to achieve an overall grade of Distinction*.

The final grade will be issued to the centre by NCFE and will be awarded as Not Yet Achieved, Pass, Merit, Distinction or Distinction*.

Overall qualification grading descriptors

Level 2 standards

At Level 2 learners will be given overall direction and guidance but will be able to select and use relevant knowledge, ideas, skills and procedures to complete well-defined tasks and address straightforward problems. They must be able to understand theories and ideas and be aware of different sources of information that are relevant to the subject.

Tasks

At Level 2 tasks should be well defined and generally routine, allowing learners to address straightforward problems. They should require a general understanding of the key concepts, processes, resources, techniques and materials relevant to the vocational area and their level of study and need some technical skills or understanding for their completion.

Learners will take responsibility for completing generally routine tasks and procedures. They will exercise autonomy and judgement with overall direction and guidance. They will be able to identify how effective actions have been and take responsibility for analysis and evaluation.

Not Yet Achieved
The learner will not have met all the learning outcomes, either because there is insufficient evidence or because the evidence does not meet the required standards for a Pass.
Level 2 Pass
The learner will have a detailed understanding of the key concepts but may not be able to make links between them. They will demonstrate some application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a minimum standard with some errors and learners will select and use some appropriate skills and processes. A range of strengths and weaknesses will be identified, with supporting evidence, and straightforward ways to improve the outcome or process. Evidence will show planning, organisational and investigatory skills in a clear and logical way.
Level 2 Merit
The learner will have a detailed understanding of the key concepts and will be able to make some links between them. They will demonstrate effective application of technical processes, resources, techniques and materials relevant to the vocational area and their level of study. Tasks will be completed to a level that exceeds the minimum standard with few errors and learners will select and use some appropriate skills and processes, giving some explanation for their choices. The importance of strengths and weaknesses to the overall outcome will be described and the learner will state effective ways to improve the outcome or process. Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines.

Level 2 Distinction
The learner will have a detailed understanding of the key concepts and how they interlink. They will demonstrate originality in the consistent, effective application of technical processes, resources, techniques and materials relevant to the vocational area and level of study. Tasks will be completed to a level that far exceeds the minimum standard with few or no errors and learners will select and use appropriate skills and processes, justifying their choices.
Learners will recognise the varying impact of different strengths and weaknesses to overall outcomes and explain effective ways to improve the outcomes or processes.
Evidence will show detailed planning, organisation and investigatory skills in a well-structured and thorough format. Learners will demonstrate the ability to work to deadlines and to review plans.

Level 2 Distinction*
To be awarded a Distinction* grade, the learner will have achieved within the top 10% of the maximum UMS or learners will have achieved a Distinction grade in every unit for the internal assessment and a Distinction grade in the external assessment.

Whilst NCFE do not anticipate any changes to our aggregation methods or any overall grade thresholds there may be exceptional circumstances in which it is necessary to do so to secure the maintenance of standards over time. Therefore overall grade thresholds published within this qualification specification may be subject to change.

Section 5

Glossary of terms

Grading Glossary

This table has been provided as an aid to help you grade learners' assessments. These are generic terms used across the Level 2 V Cert qualifications and may not all appear in this qualification specification.

Accurately	Learner carries out all stages of a process correctly and without errors *(see mostly accurately)*.
Advanced ways	Solutions may be more complex or more considered. *(see basic ways and considered ways)*.
Appropriate	Ideas or choices must be realistic and viable to the vocational area and the learner's resources. They must be selected by the learners, as opposed to in level 1 where they are directed.
Balanced conclusions	All arguments are considered in making a conclusion *(see reasoned conclusions)*.
Basic ways	Straightforward, mostly obvious ideas or solutions. *(see advanced ways and considered ways)*.
Complex task/brief	A task/brief made up of several, interrelated elements.
Complex technical problems	A problem specific to the vocational area that has several interrelated elements *(see technical problems)*.
Considered experimentation	Experimentation is well thought out and fit for purpose. It is comprehensive enough to draw a reliable conclusion from *(see limited experimentation and simple experimentation)*.
Considered ways	Ideas or solutions show some degree of thought *(see advanced ways and basic ways)*.
Directed tasks	Learners are given clear instructions on how to complete the task, which may be broken into stages for them by the Tutor/Assessor
Effective solutions	Solutions are appropriate to the vocational area. *(see possible solutions)*.
Efficiently solves	Solves in a manner appropriate to the vocational area.
Everyday language	The learner's own language and terms, the personal vocabulary the learner uses, non-vocational language and terminology *(see specialist terms/language and technical terms/language)*.
Format of source	The style of information - eg a questionnaire, a report, an observation, interview *(see type of source)*.
General understanding	A basic understanding of the vocational area that does not require knowledge of technical skills, techniques or rules of implementation *(see technical understanding)*.

Grading Glossary (cont'd)

Limited experimentation	Experimentation shows some degree of planning and thought but may not be thorough enough to draw a reliable conclusion from *(see considered experimentation and simple experimentation)*.
Mostly accurately	Learner is able to carry out most stages of a process without errors to achieve an outcome *(see accurately and some degree of accuracy)*.
Possible solutions	The solution may not involve technical skills or understanding and may not be a long term or effective solution *(see effective solutions)*.
Range	Frequent use of most common words/techniques/materials *(see some and wide range)*.
Reasoned conclusions	Explanations are provided as to why a conclusion was made *(see balanced conclusions)*.
Simple experimentation	Straightforward, most obvious experimentation is carried out *(see limited experimentation and considered experimentation)*.
Some	Occasional use of most common words/techniques/materials *(see range and wide range)*.
Some degree of accuracy	Learner is able to carry out the stages of a process to achieve an outcome, but most stages will contain errors *(see accurately and mostly accurately)*.
Sophisticated examples	Complex or less obvious examples provided with detailed explanation. Clearly related to the point being made *(see straightforward examples)*.
Specialist skill	Advanced technical skills in context *(see technical skills)*.
Specialist terms/language	Advanced technical terms in context *(see everyday language and technical terms/language)*.
Straightforward examples	Direct obvious examples which lack complexity of any kind, but clearly relate to the point being made *(see sophisticated examples)*.
Technical problems	A problem specific to the vocational area. This could include equipment, processes etc. *(see complex technical problems)*.
Technical skills	The application of technical understanding. The ability to put subject-specific skills, measures, techniques or rules of implementation into practice to achieve suitable outcomes *(see specialist skills)*.
Technical terms/language	Language relating to the vocational area. May include skills, measures, techniques or rules of implementation etc *(see everyday language and specialist terms/language)*.
Technical understanding	An understanding of the skills, measures, techniques or rules of implementation appropriate to the vocational area. The learner may still be learning how to apply this understanding *(see general understanding)*.
Type of source	The place that the information comes from - eg the internet, a museum visit, staff, visitors *(see format of source)*.
Wide range	Uses all relevant words/techniques/materials that could be expected at the level *(see range)*.

Evidence Glossary

The table below is an evidence glossary. Centres must ensure the digital submission of all learner work used for external assessment purposes. Any handwritten or hand drawn evidence must be photographed, saved, and submitted electronically. A good quality recording of audio/visual evidence must be submitted in an appropriate format.

Type of evidence	Definition
Audio/Visual narrative	This type of evidence could be used to evidence 'do' learning outcomes. It can also be used as a reflective log. Make sure it is clear who the learner is and when the learner is speaking, so that evidence is authentic. In longer recordings that cover several assessment points, provide details of the timings in each individual recording, or break down recordings into chapters. A maximum of 2 minutes per learning outcome will be sufficient. Set the scene by introducing the Assessor and the learner, outlining which qualification they are taking, which learning outcome is being assessed and giving a time and date. Make sure that only evidence directly related to the learning outcome and the Assessment Points is submitted. Individual contributions to group work must be clearly identified. Appropriate permissions must be obtained. A good quality recording must be sent to NCFE in an appropriate format.

Evidence Glossary (cont'd)

Design Sheets	Physical or digital visualisation of design ideas and elements. Design sheets can be used to describe initial ideas, record the design process and present finished work. Typically, design sheets can combine hand-drawn work with typography, photographs and digitally manipulated images. Design sheets are used in the graphic design industry to physically or digitally visualise design ideas and design elements. Typically, design sheets can be used at different stages of the design process. During the brainstorming stage design sheets can capture the generation of ideas, visual experiments, the organisation of ideas and the combination or refinement of ideas. During the initial designs stage, design sheets can include sketches and/or brief descriptions, a particular focus (such as a specific client request or an interactive function), and a potential layout for the presentation of the design. During the realisation stage, design sheets can be used to present final design ideas, visualisations, 'point of sale' display, "adshel" designs or an interactive function. Design sheets can typically combine hand drawn work with typography, photographs and digitally manipulated images.
Draft designs	Records of initial and subsequent visual ideas.
Portfolio (physical/digital)	Collection of visual material and creative activity which is in digital format, eg website or digital file folder.
Presentation	Presentation compiled using Microsoft PowerPoint. Presentation compiled using computer software and accessed by an audience via digital media.
Sketchbook (physical/digital)	Record of ideas and creative activity in physical form – traditionally a book with pages for drawing.

Evidence Glossary (cont'd)

Visual portfolio in any format	Collection of visual material and creative activity which is produced in any digital or physical format, eg website or flat case with loose sheets. The size of the portfolio will depend on the scope and examples of work included. When compiling a physical or digital portfolio, learners should consider the following: • a breadth of graphic design activity (advertising, illustration, typography, packaging, for example) • only include the best work • provide some context such as the text of a brief, description of initial thinking, the progress of a project or a brief summary of market research. The work must be clearly presented and avoid spelling errors or technical inaccuracies. Physical portfolios should always be clean.
Report	An account or statement containing information in an organised form containing or accompanied by visual material. A report can by written or spoken.

Presenting evidence

Written

Any copied material must be suitably acknowledged. Quotations must be clearly marked and a reference provided wherever possible to ensure that learner work can be authenticated.

The use of word frames/templates provided by Teachers which give learners an advantage in meeting the learning outcomes must be avoided. If you're unsure whether a word frame/template does give learners an advantage, please contact your External Quality Assurer for advice prior to using them. If, on your external quality assurance visit, your External Quality Assurer identifies that a word frame/template has been used which gives learners an advantage in achieving the learning outcomes, then the evidence will not be accepted and the unit grade may be rejected.

Recorded

Where audio-visual evidence of multiple learners is used, centres must ensure that each learner that is being assessed is clearly visible and can be identified by the Examiner/Quality Assurer.

The recorded evidence should allow the learner to demonstrate the learning outcomes clearly but should only show work relevant to what is being assessed. For example, if a performance/participation is done as part of a group, the Examiner/Quality Assurer will need to be able to see how each learner being assessed has contributed and met the learning outcomes.

To help our Examiners and Quality Assurers to identify clearly when a particular learner is performing/participating we'd recommend including the following information:

- the exact timing of the start and finish times so that the Examiner/Quality Assurer can go straight to that spot on the tape/recording
- a running order list **and** a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

Centres must also ensure that the camera and microphone are set up in a suitable place to ensure good quality audio. This will allow the Examiner/Quality Assurer to hear both the learner(s) and the Assessor (if applicable).

We have set out an example used for a performance:

Test High School

Recorded evidence starts: 4 mins 30 seconds into the recording
Recorded evidence finishes: 16 mins 27 seconds into the recording
Venue: School hall
Audience: Teachers, parents and friends

Band 1:
Lead singer – James Doyle (blond hair, front of stage)
Drummer – Diana Nisbett
Guitar 1 – Deepak Lahiri (black hair, blue jumper)
Guitar 2 – Deb Antani (brown hair, left hand side)

Performance of XXX:
Lead male – Su Jin
Lead female – Maya Solomon

Choir:
Caterina Petracci (black hair, back row 3rd from left)
Leonard Kalymniou (brown hair, back row 5th from left)
Luke Falconer (blond hair, front row 3rd from right)

If learners are not clearly identified, NCFE may not be able to quality assure or examine the work.

Section 6
General information

General information

Equal opportunities

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

Diversity, access and inclusion

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

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

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

Contact us

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*** To continue to improve our levels of customer service, telephone calls may be recorded for training and quality purposes.**