

Qualification specification

**NCFE Level 2 Certificate in Creative Media
(Graphic Design pathway)
QN: 601/4761/1**

Contents

| | |
|--|----------|
| Section 1 Qualification overview | Page 4 |
| Section 2 Assessment and moderation | Page 16 |
| Section 3 Grading information | Page 18 |
| Section 4 Structure and content | Page 25 |
| Section 5 Links to National Skills Standards | Page 96 |
| Section 6 Grading criteria glossary of terms | Page 99 |
| Section 7 General information | Page 103 |

Summary of changes

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

| Version | Publication date | Summary of amendments |
|---------|------------------|--|
| v4.0 | November 2019 | <p>Information regarding the wellbeing and safeguarding of learners added to Section 1.</p> <p>Information regarding the aggregation methods and grade thresholds added to Section 3.</p> <p>Additional paragraph added in regarding external quality assurance for graded qualifications in section 2.</p> |
| v4.1 | January 2022 | Paragraph added regarding external quality assurance for graded qualifications . |
| v4.2 | June 2022 | <p>Updates made to:</p> <ul style="list-style-type: none"> • entry guidance section - clarified requirements • assessment and moderation section - confirmed that assessment and assessment evidence must be presented in English • support handbook section. |
| v4.3 | December 2023 | Removal of all reference of the Level 2 Diploma in Creative Media (Graphic Design pathway) due to it being withdrawal and no longer awarded. |

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the NCFE Level 2 Certificate in Creative Media (601/4761/1).

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

To ensure that you are 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 Certificate in Creative Media (Graphic Design) (6014761/1).

About this qualification

This is a regulated qualification. The regulated number for this qualification is 601/4761/1.

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

This qualification is suitable for use within a Study Programme.

Things you need to know

Certificate

- Qualification number (QN): 601/4761/1
 - Aim reference: 60147611
 - TQT: 320
 - Guided learning hours (GLH): 260
 - Credit value: 32
 - Level: 2
 - Assessment requirements: internally assessed and externally moderated portfolio of evidence.
-

Total Qualification Time (TQT)

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

Total Qualification Time comprises:

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

Credit

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

Aims and objectives of this qualification

This qualification aims to:

- develop further technical skills and knowledge in graphic design
- develop learners' collaborative working and entrepreneurial awareness.

The objectives of this qualification is to help learners progress onto a Level 3 qualification in Creative Media or other related qualifications, with a view to progressing into higher education or employment.

Essential skills

While completing this qualification, learners may develop the knowledge, understanding and essential skills employers look for in employees. These range from familiar 'key skills' such as team working, independent learning and problem solving, to more tricky-to-measure 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.
-

Entry guidance

This qualification is designed for learners who wish to develop advanced technical skills and knowledge in Creative Media and specialise in Graphic Design.

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

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

However, learners should be aged 16 or above to undertake this qualification. Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Achieving this qualification

To be awarded the NCFE Level 2 Certificate in Creative Media, learners are required to successfully complete **1** core unit and **3** optional units.

This qualification consist of 2 **graded** core units:

- Unit 01 Understanding the creative media industry (8 credits)
- Unit 02 Plan and produce work to a design brief (8 credits).

and 7 **graded** optional units:

- Unit 03 Packaging and label design (8 credits)
- Unit 04 Typography and layout within graphic design (8 credits)
- Unit 05 Vector- and pixel-based images (8 credits)
- Unit 06 Branding within graphic design (8 credits)
- Unit 07 Advertising within graphic design (8 credits)
- Unit 08 Graphic illustration (8 credits)
- Unit 09 Printmaking (8 credits).

The learning outcomes and assessment criteria for each unit are provided in Section 4.

To achieve the NCFE Level 2 Certificate in Creative Media, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification.

This qualification is graded. For further information about grading and submitting these grades to NCFE, please see Section 3.

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

Pathways within this qualification

When registering learners for this qualification, centres should use the NCFE qualification number followed by the relevant pathway code, for example 601/4762/3/GRA. As the chosen pathway will appear on the certificate, it is important that Tutors make clear to learners the specific pathway they will be registered against. Centres must carefully consider which pathway they want to register the learner onto, as the registration fee will be applied to each pathway.

When completing the Certificate Claim Form, please use the Ofqual unit reference number (eg Y/506/7519) to indicate which units the learners have achieved.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 3 Certificate in Creative Media Production
- Level 3 qualifications in social media, interactive media, digital marketing etc.

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

- Media and Communication
 - Arts, Media and Publishing.
-

Barred units, equivalencies and exemptions

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

Recognition of Prior Learning (RPL)

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

Credit transfer

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

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

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

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

An operational end date will only show on the Ofqual Register of Regulated Qualifications 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.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

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

Assessors and Internal Quality Assurance

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

Support for learners

Evidence and Grading Tracker

The Evidence and Grading Tracker can help learners keep track of their work. The blank Evidence and Grading Tracker template can be downloaded free of charge from the NCFE website. You don't have to use this document – 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 criterion 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 Moderators to authenticate evidence and achievement for each unit.
-

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.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at our customers – including learners – using 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 Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Links to National Skills Standards

For this qualification we've highlighted where learning opportunities for the Functional Skills qualifications may be found.

This qualification can be used to develop learners':

- English skills
- Mathematics skills
- Information and Communication Technology skills.

Section 5 (page 103) shows how the units of this qualification relate to the skills above.

If a learner wishes to gain a Functional Skills qualification, they must successfully pass the relevant Functional Skills assessment.

This qualification have also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework. The framework describes the qualities and skills needed for success in learning and life. The PLTS framework was developed over a number of years in consultation with employers, parents, schools, students and the wider public. For more detailed mapping please see Section 5.

Section 2

Assessment and moderation

Assessment and moderation

How the qualification is assessed

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

The NCFE Level 2 Certificate in Creative Media is internally assessed.

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.

Internal assessment

Each learner is required to create a portfolio of evidence which demonstrates achievement of 100% of the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 4.

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

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

Evidence may be drawn from actual or simulated situations, where appropriate.

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

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

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

Supervision of learners

Assessors are expected to supervise and guide learners when carrying out work that is internally assessed.

Assessors should supervise the work carried out by learners to:

- monitor their progression
 - prevent plagiarism
 - ensure that any practical work is undertaken safely and in accordance with health and safety requirements
 - ensure that the work completed is in accordance with the qualification specification and is suitable for internal assessment.
-

Supporting learners

Assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
 - help the learner to understand the performance expectations for each of the grades (both within and between units) and how their work will be assessed
 - help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
 - motivate the learner to work consistently through the programme, including helping them work to deadlines
 - encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
 - provide reference material; however, model or worked answers should not be copied by the learner.
-

Validity and reliability of assessment

All assessments should be valid, reliable, fair and fit for purpose.

For knowledge- and understanding-based learning outcomes and assessment criteria:

- the assessment activities should be sufficiently separated from the teaching and learning activities to give confidence that the learner understands the subject matter. Assessment activities should be varied in context to ensure that learning is secure and transferable
- the assessment activities should be comparable from one instance to the next (eg between Assessors in different classes, or from one week to the next within a class)
- Assessors should explain the purpose of the assessment and give the learner the opportunity to prepare for it.

For skills-based learning outcomes and assessment criteria, the Assessor should set tasks that:

- permit and encourage authentic activities where the learner's own work can be clearly judged

- are accessible and likely to lead to objective assessment judgements
- encourage independent working and development of responsibility, including providing scope for achieving Merit and Distinction grades.

Presenting evidence

Written work

Written work may be presented in word-processed or handwritten form. Audio-visual content (videos, pictures, drawings, audio) may also be used.

Tables, graphs and spreadsheets may be produced using appropriate ICT.

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

Recorded evidence

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

The recorded evidence should allow the learner to demonstrate the assessment criteria 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 Moderator will need to be able to see how each learner being assessed has contributed and met the assessment criteria.

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

- the exact start and finish times so that the Moderator 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 Moderator 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 and finishes at 16 mins 27 seconds.

Venue: school hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – James Doyle (blonde 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 Solomo

Choir:

Caterina Petracci (black hair, back row 3rd from left)

Leonard Kalymniou (brown hair, back row 5th from left)

Luke Falconer (blonde hair, front row 3rd from right)

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

Late submissions

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, where relevant, graded) by Assessors in the centre.

A reasonable sample of portfolios must then be checked by an Internal Moderator 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 moderated, the grades should be submitted to NCFE. The first unit grades you submit for the qualification will trigger your first external moderation visit.

Following the external moderation visit the unit grades will either be accepted and banked by your External Moderator or, if the External Moderator disagrees with the grades, they will be rejected.

Once the grades for the internally assessed units of the qualification have been accepted and banked by your External Moderator, learners are permitted one opportunity to revise and redraft their work in order to achieve a higher grade. The additional work will need to be assessed, graded and internally moderated again, and the centre will be required to re-submit the updated grade to NCFE for further external moderation.

Why would the unit grades be rejected by an External Moderator?

This would occur if the External Moderator 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 either case, the centre would be required to assess, grade and internally moderate all learners' work again.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

Internal moderation

Internal moderation 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 Moderators to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. Internal Moderators are also responsible for supporting Assessors by offering advice and guidance.

The Internal Moderator will follow the centre's own sampling strategy in selecting the sample to be internally moderated. See the guidance on sampling on the NCFE website.

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

External moderation

External moderation 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 moderation is carried out by External Moderators who are appointed, trained and monitored by NCFE. External Moderators 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 Moderator's contact details on registration of learners with NCFE.

For further information on the responsibilities of Assessors and Internal and External Moderators, please refer to NCFE's Customer Support Guide.

Section 3

Grading information

Grading information

Grading has been introduced to make sure that this qualification reward 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 in this qualification is graded using a structure of Not Yet Achieved, Pass, Merit and Distinction. Due to the synoptic nature of this qualification, the knowledge, understanding and skills developed are equally important throughout each unit, and therefore all units are weighted equally.

Grading internally assessed units

The grading descriptors for each graded internally assessed unit have been included in this qualification specification. Grading descriptors have been written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria 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 in Section 6 (page 106) of this qualification specification.

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 work 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 moderation process. This is known as 'banking' units.

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.

Awarding the final grade

The final grade for this qualification will be aggregated by combining the grades achieved for each unit.

The final grade will be issued to the centre by NCFE.

The final grade for the qualification is based on a structure of Not Yet Achieved, Pass, Merit, Distinction and Distinction*.

A Distinction* grade will be awarded to learners who have consistently achieved a Distinction grade in every graded unit, demonstrating the learners' exceptional knowledge, understanding and skill at Level 2.

For the NCFE Level 2 Certificate in Creative Media learners are required to successfully achieve 1 graded core unit and 3 graded optional units. This equates to 4 grades to be aggregated.

The table overleaf shows how the accumulation of each unit grade is aggregated to form the overall qualification grade.

| Unit Grades (4 units) | | | | Final qualification grade |
|-----------------------|---|---|---|---------------------------|
| P | P | P | P | P |
| M | M | M | M | M |
| D | D | D | D | D* |
| P | P | P | M | P |
| P | P | P | D | P |
| P | M | M | M | M |
| M | M | M | D | M |
| P | D | D | D | D |
| M | D | D | D | D |
| P | P | M | M | M |
| P | P | D | D | M |
| M | M | D | D | D |
| P | P | M | D | M |
| P | M | M | D | M |
| P | M | D | D | M |

Overall qualification grading descriptors

These grading descriptors should be used as a guide to show what we'd expect to see overall from a learner at each grade.

Overall qualification standard for a level 2 learner

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. |

Overall qualification grading descriptors (cont'd)**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.

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.

Overall qualification grading descriptors (cont'd)

| Distinction |
|--|
| <p>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.</p> <p>Learners will recognise the varying impact of different strengths and weaknesses to overall outcomes and explain effective ways to improve the outcomes or processes.</p> <p>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.</p> |
| Distinction* |
| <p>The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work at the level of the qualification.</p> |

Section 4

Structure and content

Structure and content

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

The unit summary provides an overview of each unit including:

- unit title
- unit overview
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional
- an indication of whether a unit is graded or not.

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

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment)
- grading descriptors.

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

Unit summaries

Unit 01 Understanding the creative media industry (Y/506/7500)

In this unit learners will explore a wide selection of elements in the creative media industry, ranging from what makes an organisation successful through to employment within these organisations and their process of ideas generation and communication. Learners will gather the tools and knowledge on the industry that will be useful both later in their chosen pathway and in the professional sector.

Guided learning hours: 65

Credit value: 8

Level: 2

This is a **core unit**

This unit is **graded**

Unit 02 Plan and produce work to a design brief (D/506/7479)

In this unit learners will experience the realities of producing work to the professional level required by employers by working to a clearly specified brief. Learners will prepare a work schedule, as well as producing and developing ideas in response to the brief. This unit provides a chance to explore current industry practice.

Guided learning hours: 65

Credit value: 8

Level: 2

This is a **core unit**

This unit is **graded**

Unit 03 Packaging and label design (K/506/7453)

In this unit learners will research packaging and label design solutions, applying this research to experiment with ideas and develop a packaging and label design. The use of a work schedule to support production of a design, along with feedback on the work will provide a realistic insight into industry practice.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

Unit summaries (cont'd)

Unit 04 Typography and layout within graphic design (L/506/7459)

This unit will give learners the skills required to research, develop, and present ideas for a typographic and layout design for a specific purpose. Learners will apply these skills to produce their own work and carry out an evaluation based upon feedback to identify areas for improvement or development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

Unit 05 Vector- and pixel-based images (F/506/7460)

In this unit learners will research and explore ideas for using vector- and pixel-based software to produce and develop images to a professional standard. The development and maintenance of a work schedule to plan and track activities, and evaluation through feedback, will provide a realistic insight into industry practice.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

Unit 06 Branding within graphic design (J/506/7461)

In this unit learners will research a range of graphic design techniques used for branding, working to a planned schedule to produce their own branding solution to a commercial standard. Feedback will be obtained and used to review learners' work.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

Unit summaries (cont'd)

Unit 07 Advertising within graphic design (R/506/7463)

In this unit learners will research a range of graphic design techniques used for advertising by industry professionals. Learners will experiment with their own ideas for an advertisement and the graphic design techniques that can be used to achieve this. This unit allows learners to produce an advertisement in line with an industry standard work schedule and have their work reviewed.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

Unit 08 Graphic illustration (Y/506/7464)

In this unit learners will explore graphic illustration techniques and experiment with illustrative techniques to develop their own idea.

Learners will work to an industry standard work schedule to produce their own graphic illustration. They'll be able to improve upon their work through the feedback and review of the produced material.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

Unit 09 Printmaking (D/506/7465)

In this unit learners will research a range of printmaking techniques used within industry practice. They will use this knowledge to develop their own ideas – realising these through the production of a printed image. Learners will obtain feedback and review their own work to aid personal development.

Guided learning hours: 65

Credit value: 8

Level: 2

This unit is **optional**

This unit is **graded**

Unit 01 Understanding the creative media industry (Y/506/7500)

The learner will:

- 1 Understand a chosen creative media industry

The learner can:

- 1.1 Describe the types of organisation within the chosen **creative media industry**
 - 1.2 Explore successful organisations and **enterprises** within the chosen creative media industry
 - 1.3 Explain what makes them successful
 - 1.4 Describe the types of customer within the chosen creative media industry
-

The learner will:

- 2 Understand employment opportunities within a chosen creative media industry

The learner can:

- 2.1 Explore **employment opportunities** within the chosen creative media industry
 - 2.2 Describe the requirements of a role in the chosen creative media industry
 - 2.3 Identify own strengths and areas for development within the chosen creative media industry
 - 2.4 Produce an action plan for personal/professional development within the chosen creative media industry
-

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

The learner will:

- 3 Understand the process of idea generation within a chosen creative media industry

The learner can:

- 3.1 Identify tools for the generation of ideas
 - 3.2 Describe how **collaboration** can support the generation of ideas
 - 3.3 Describe how feedback can support the generation of ideas
-

The learner will:

- 4 Understand methods of communication used within a chosen creative media industry

The learner can:

- 4.1 Describe a range of **communication methods**
 - 4.2 Describe suitable communication methods for different audiences
-

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

- 1.1 creative media industry** includes organisations and individuals within television, film, animation, interactive media, radio, social media, games, publishing and advertising. Learners are required to focus on one area of the creative media industry and should be encouraged to choose the industry and discipline that they'd like to work within.
- 1.2 enterprises** are usually defined as businesses that will take risks, show initiative and commit to making things happen.
- 2.1 employment opportunities** are diverse within the creative media industry and learners should be encouraged to use as many different sources as possible to research these. These could include using websites, newspapers and social media. Learners should research opportunities across different sectors and contract types, for example freelance, internships, permanent, voluntary, contractual, part-time and full-time.
- 3.2 collaboration** is the process whereby 2 or more individuals or businesses work together, usually having similar interests and goals. Types of collaborative projects vary and can be small or large scale. An example within the creative media industry could be an animator, a graphic designer and a sound designer working together to produce an advertisement.

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

- 4.1 communication methods** are the ways in which people give a message to others – this could be verbal, written, face-to-face, online or visual. Learners will need to consider different audiences within the creative media industry and consider the different communication methods used. Learners will also need to consider the target audience when choosing appropriate methods of communication for their own projects.
-

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)**Assessment guidance**

Types of evidence: research notes, written reports, PowerPoint presentation, blog entries, annotated screenshots, case studies, justified lists

Assessment criteria: 1.1–1.4

Additional information:

1.1 Learners will describe the types of organisation within a chosen creative media industry. Learners should research current organisations within one area (eg TV, radio, interactive media). Learners should explain each aspect of the organisation as comprehensively as possible. Subject terminology should be consistently used within their explanations. Learners should be encouraged to evidence sophisticated insight where they're able to.

1.2 Learners will identify successful organisations and enterprises within a chosen creative media industry. Learners will choose one area (eg TV, radio, interactive media). Learners should be guided as to which organisations and enterprises are suitable for this task and should use their research from 1.1.

1.3 Using the organisations and enterprises identified in 1.2 learners will explain what makes them successful. Learners should explain each aspect of the organisation as comprehensively as possible, referencing strengths and weaknesses. Subject terminology should be consistently used within their explanations. Learners should be encouraged to evidence sophisticated insight where they're able.

1.4 Learners will describe the types of customer within the chosen creative media industry. Research from 1.1–1.3 should be used to inform this assessment criteria. Customer types may vary from small to large scale and learners should consider how customers are able to purchase products and services. Customer accessibility, communication and feedback should also be considered in order to demonstrate a thorough analysis.

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)**Assessment guidance (cont'd)**

Evidence for these assessment criteria may be combined within one or more other assessment criteria; however, all evidence must be clearly referenced for assessment as 1.1–1.4.

Assessment criteria: 2.1–2.4

Types of evidence: research notes, written reports, PowerPoint presentation, blog entries, annotated screenshots, case studies, justified lists, SWOT analysis, action plans

Additional information:

2.1 Learners will explore employment opportunities within a chosen creative media industry. Learners will choose one area (eg TV, radio, interactive media). Learners should be guided as to which sectors are suitable for this task and should select the industry they'd like to work within or that they have chosen for their pathway. Learners should fully research opportunities within their chosen sector and contract types which could include freelance, permanent, internships, voluntary, contractual, part-time and full-time. They should be encouraged to use a variety of sources to demonstrate initiative.

2.2 Learners will describe the requirements of a job role in their chosen creative media industry. Learners should use their research from 2.1 and select one example of a relevant job role in their chosen sector. They should explain in detail the responsibilities of the job role and consider the staff structure of the organisation where appropriate. They should also explain the contract type which could include freelance, permanent, internship, voluntary, contractual, part-time and full-time. They should be encouraged to use a variety of sources to demonstrate initiative.

2.3 Learners will identify their own strengths and areas for development within a chosen creative media industry. They could do this by creating a SWOT analysis or using other relevant evidence to demonstrate that they've considered their current skills, qualifications and experience compared to those required within the chosen industry.

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)**Assessment guidance (cont'd)**

2.4 Learners will produce an action plan for personal/professional development within a chosen creative media industry. Learners must develop the action plan based on their findings and evidence from 2.1–2.3. This could be in the form of a table or other relevant format that demonstrates that they've made a plan to become employable within their chosen creative media industry. The plan should include both short- and long-term goals/achievements and should be realistically achievable.

Assessment criteria: 3.1–3.3

Types of evidence: notes, annotated screenshots, mind maps, written statements, blog entries, feedback sheets, observation records, justified lists and written evaluations

Additional information:

3.1 Learners will identify tools for the generation of ideas. Learners could research software applications that assist this process, or consider alternative methods such as hand-drawn mind maps or those created with software applications.

3.2 Learners will describe how collaboration can support the generation of ideas. Learners should explain what collaboration is and demonstrate good practice within the creative media industries. They should explain how working with others can influence the generation of ideas and generate further opportunities.

3.3 Learners will describe how feedback can support the generation of ideas. Learners will use their evidence from 3.1 and 3.2 to inform this task. Learners could obtain feedback on their own ideas and show how others have improved their ideas or allowed for alternate solutions. Learners should be encouraged to evidence sophisticated insights where they're able to.

Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)**Assessment guidance (cont'd)****Assessment criteria:** 4.1, 4.2**Types of evidence:** notes, annotated screenshots, written statements, blog entries, justified lists**Additional information:**

4.1 Learners will describe a range of communication methods. They will identify what communication methods are and explain how each is used within the creative media industry. Learners should be encouraged to use at least 3 methods within their explanations and evidence sophisticated insights where they're able to.

4.2 Learners will describe suitable communication methods for different audiences. Learners will use the methods of communication from 3.2 to explain how these are used with different audiences within the creative media industry. Learners will use at least 2 different audiences (for example online and cinema) within the explanations. Chosen audiences should be suitable for the chosen sector.

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

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500)

- Learning outcome 1: Understand a chosen creative media industry
- Learning outcome 2: Understand employment opportunities within a chosen creative media industry
- Learning outcome 3: Understand the process of idea generation within a chosen creative media industry
- Learning outcome 4: Understand methods of communication used within a chosen creative media industry.

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|---|
| 1.1 Describe the types of organisation within the chosen creative media industry | Learners will describe the types of organisation within the chosen creative media industry | Learners will describe in detail the types of organisation within the chosen creative media industry | Learners will thoroughly describe the types of organisation within the chosen creative media industry |
| 1.2 Explore successful organisations and enterprises within the chosen creative media industry | Learners will explore successful organisations and enterprises within the chosen creative media industry | No Merit for this AC | No Distinction for this AC |
| 1.3 Explain what makes them successful | Learners will explain what makes them successful | Learners will explain what makes them successful, showing critical understanding | Learners will explain what makes them successful, showing critical judgement |

Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|--|
| 1.4 Describe the types of customer within the chosen creative media industry | Learners will describe the types of customer within the chosen creative media industry | Learners will describe in detail the types of customer within the chosen creative media industry | Learners will thoroughly describe the types of customer within the chosen creative media industry |
| 2.1 Explore employment opportunities within the chosen creative media industry | Learners will explore employment opportunities within the chosen creative media industry | Learners will explore employment opportunities within the chosen creative media industry, showing initiative | No Distinction for this AC |
| 2.2 Describe the requirements of a role in the chosen creative media industry | Learners will describe the requirements of a role in the chosen creative media industry | Learners will describe in detail the requirements of a role in the chosen creative media industry | Learners will thoroughly describe the requirements of a role in the chosen creative media industry |
| 2.3 Identify own strengths and areas for development within the chosen creative media industry | Learners will identify own strengths and areas for development within the chosen creative media industry | No Merit for this AC | No Distinction for this AC |

Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|---|
| 2.4 Produce an action plan for personal/professional development within the chosen creative media industry | Learners will produce an action plan for personal/professional development within the chosen creative media industry | Learners will produce a detailed action plan for personal/professional development within the chosen creative media industry | Learners will produce a sophisticated action plan for personal/professional development within the chosen creative media industry |
| 3.1 Identify tools for the generation of ideas | Learners will identify tools for the generation of ideas | No Merit for this AC | No Distinction for this AC |
| 3.2 Describe how collaboration can support the generation of ideas | Learners will describe how collaboration can support the generation of ideas | Learners will describe in detail how collaboration can support the generation of ideas | Learners will thoroughly describe how collaboration can support the generation of ideas |
| 3.3 Describe how feedback can support the generation of ideas | Learners will describe how feedback can support the generation of ideas | Learners will describe in detail how feedback can support the generation of ideas | No Distinction for this AC |

Grading descriptors – Unit 01 Understanding the creative media industry (Y/506/7500) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|---|---|--|
| 4.1 Describe a range of communication methods | Learners will describe a range of communication methods | Learners will describe in detail a range of communication methods | Learners will thoroughly describe a wide range of communication methods |
| 4.2 Describe suitable communication methods for different audiences | Learners will describe suitable communication methods for different audiences | Learners will describe in detail suitable communication methods for different audiences | Learners will thoroughly describe suitable communication methods for different audiences |

Unit 02 Plan and produce work to a design brief (D/506/7479)

The learner will:

- 1 Be able to understand and research a brief

The learner can:

- 1.1 Describe the requirements of the **brief** and its specifications
 - 1.2 Research the client and the market in which they operate
 - 1.3 Evaluate the **visual and contextual characteristics** of the research
-

The learner will:

- 2 Be able to plan a solution to a brief

The learner can:

- 2.1 Prepare and maintain a work schedule for production to meet the brief
 - 2.2 Develop ideas in response to the brief
 - 2.3 Select suitable methods and techniques to create the solution
 - 2.4 Present ideas to the client and obtain feedback
 - 2.5 Review and revise ideas in response to feedback
-

The learner will:

- 3 Be able to produce and evaluate work in response to a brief

The learner can:

- 3.1 Produce work in response to the brief
- 3.2 Follow health and safety procedures within the working environment
- 3.3 Present finished work in response to the brief
- 3.4 Evaluate finished work against the brief, identifying areas for improvement

Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

- 1.1** a **brief** is the initial document that a client uses to communicate their requirements. A brief should ideally include details of themes, scenarios, costs, company information, target audience, technical requirements, dimensions and timescales. Designers of all disciplines will work with the brief to generate ideas for solutions, which may involve meeting with the client a number of times before agreeing on a solution.
- 1.3** **visual characteristics** consider the way an object looks and contextual characteristics will be determined by the design brief and client requirements, such as the media product, market, audience, platform and customer. Learners are required to undertake research regarding a possible product based on the clients brief. When researching possible products they'll consider client needs in terms of visual and contextual characteristics, keeping notes of potential ideas and solutions.
-

Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)**Assessment guidance**

Types of evidence: brief, research notes, written statements, video diaries, blog entries, justified lists, annotated screenshots

Assessment criteria: 1.1–1.3

Additional information:

1.1 Learners will describe the requirements of the brief and its specifications. Learners should explain each aspect of the brief as comprehensively as possible and describe what they think the client wants and how they've interpreted their needs. Subject terminology should be consistently used within their explanations. Learners should be encouraged to evidence sophisticated insights where they're able to.

1.2 Learners will research the client and market in which they operate, using current examples. They should use appropriate creative media sectors within their research, but should be aware that sectors can overlap depending on the media product. They must state the current market that the client operates within and give examples of the products and services offered.

1.3 Learners will evaluate the visual and contextual characteristics of the research. To do this, they will need to identify what research needs to be done regarding a product or service and use the client's brief to determine visual and contextual characteristics of potential solutions. Learners must then evaluate possible solutions in regards to strengths and weakness and how their solutions meet the brief.

Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)**Assessment guidance (cont'd)**

Types of evidence: planning documents, schedules, tables, production plans, timelines, written notes, annotated sketches, mind maps, written evaluations, selected ideas, video diaries, blog entries, annotated screenshots, feedback sheets, observation records, witness statements, meeting minutes, PowerPoint presentations

Assessment criteria: 2.1–2.5

Additional information:

2.1 Learners will prepare and maintain a work schedule for a production to meet the brief. Learners will create a production plan for the creation of a media product that meets the client's brief. Plans should include all relevant production stages, time constraints and milestones – interim deadlines should be realistic and well thought out. Learners should also include resources and the personnel required for the production to ensure full consideration of the media assets. Learners should be encouraged to evidence as much detail as possible where they're able to.

2.2 Learners must explore, evaluate and develop ideas for a media product. Learners must evidence that at least 2 ideas have been fully considered with regard to the chosen media product and platform. Learners should be encouraged to show their ability to deconstruct, analyse and evaluate their ideas, forming constructive conclusions.

2.3 Learners will select suitable methods and techniques to create the solution, appropriate software and tools must be used in order to demonstrate learners' ability. Evidence for this criterion should be experimental and show technical competence (ideas don't have to be finalised at this stage). Evidence should also show how the learners have justified their decisions in preparation for the production stages. When screenshots are used they should be annotated by learners to demonstrate skill development and include subject terminology. Learners should be encouraged to evidence as much detail as possible where they're able to.

Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)**Assessment guidance (cont'd)**

2.4 Learners will present ideas to the client and obtain feedback. They'll do this by using their selection from 2.3 to communicate more than one idea. Evidence could be in the form of written notes, meeting minutes or observation records. Learners must demonstrate how they've presented their ideas to provide possible solutions to the brief. Ideas at this stage should show how the proposed product meets the brief.

2.5 Learners will review and revise ideas in response to client feedback. In order to do this, they will use the client feedback received in 2.4 to inform ideas for a production that meets the client brief. Evidence will show the revisions and modifications based on the feedback.

Types of evidence: final media product, annotated screenshots, prototypes, written statements, video diary, blog entries, feedback sheets, observation records, health and safety records, risk assessment and written evaluations

Assessment criteria: 3.1–3.4

Additional information:

3.1 Learners will produce work in response to the brief. Learners must produce their chosen media product using appropriate software and tools to demonstrate this. Evidence for this criterion should be of the practical production and show technical competence (ideas should be finalised at this stage). Evidence should also show how the learners have used their decisions in the preparation stages in the production stages. When screenshots are used they should be annotated using subject terminology to demonstrate skill development and competence. Learners should be encouraged to evidence as much detail as possible where they're able to.

Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)**Assessment guidance (cont'd)**

3.2 Learners will follow health and safety procedures within the working environment. Learners must demonstrate how they've done this within their chosen creative media discipline. Evidence should show preparation and maintenance of health and safety procedures.

3.3 Learners are required to present the final product in an appropriate form. This could be as a functioning prototype or a final product. The product must function as intended and learners must demonstrate its usability. Learners must obtain feedback on their product to inform the evaluation in 3.4.

3.4 Learners will evaluate the product in comparison to the brief, their initial intentions and purpose. Evaluations should show how the learners developed their skills, maintained the work schedule and used client feedback. Learners should be encouraged to evidence sophisticated insights where they're able to and must also identify improvements for future practice.

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

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 02 Plan and produce work to a design brief (D/506/7479)

- Learning outcome 1: Be able to understand and research a brief
- Learning outcome 2: Be able to plan a solution to a brief
- Learning outcome 3: Be able to produce and evaluate work in response to a brief.

| Assessment criteria | Pass | Merit | Distinction |
|--|---|--|---|
| 1.1 Describe the requirements of the brief and its specifications | Learners will describe the requirements of the brief and its specifications | Learners will clearly describe the requirements of the brief and its specifications | Learners will provide an advanced description of the requirements of the brief and its specifications |
| 1.2 Research the client and the market in which they operate | Learners will research the client and the market in which they operate | Learners will independently research the client and the market in which they operate | Learners will thoroughly research the client and the market in which they operate |
| 1.3 Evaluate the visual and contextual characteristics of the research | Learners will evaluate the visual and contextual characteristics of the research | No Merit for this AC | No Distinction for this AC |
| 2.1 Prepare and maintain a work schedule for production to meet the brief | Learners will prepare and maintain a work schedule for production to meet the brief | Learners will prepare and maintain a coherent work schedule for production to meet the brief | No Distinction for this AC |
| 2.2 Develop ideas in response to the brief | Learners will develop ideas in response to the brief | Learners will develop ideas in response to the brief, showing experimentation | Learners will skilfully develop ideas in response to the brief |

Grading descriptors – Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|--|
| 2.3 Select suitable methods and techniques to create the solution | Learners will select suitable methods and techniques to create the solution | No Merit for this AC | No Distinction for this AC |
| 2.4 Present ideas to the client and obtain feedback | Learners will present ideas to the client and obtain feedback | Learners will confidently present ideas to the client and obtain feedback | Learners will present ideas to the client convincingly and obtain feedback |
| 2.5 Review and revise ideas in response to feedback | Learners will review and revise ideas in response to feedback | No Merit for this AC | No Distinction for this AC |
| 3.1 Produce work in response to the brief | Learners will produce work in response to the brief | Learners will produce work in response to the brief, showing experimentation | Learners will skilfully produce work in response to the brief |
| 3.2 Follow health and safety procedures within the working environment | Learners will follow health and safety procedures within the working environment | No Merit for this AC | No Distinction for this AC |

Grading descriptors – Unit 02 Plan and produce work to a design brief (D/506/7479) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|---|--|--|
| 3.3 Present finished work in response to the brief | Learners will present finished work in response to the brief | Learners will confidently present finished work in response to the brief | Learners will skilfully present finished work in response to the brief |
| 3.4 Evaluate finished work against the brief, identifying areas for improvement | Learners will evaluate finished work against the brief, identifying areas for improvement | Learners will evaluate finished work against the brief, identifying areas for improvement and showing critical understanding | Learners will evaluate finished work against the brief, identifying areas for improvement and showing critical judgement |

Unit 03 Packaging and label design (K/506/7453)

The learner will:

- 1 Understand packaging and label solutions

The learner can:

- 1.1 Research packaging and label design solutions
 - 1.2 Describe the key elements of copyright law affecting packaging and label design solutions
-

The learner will:

- 2 Be able to experiment with packaging and label techniques

The learner can:

- 2.1 Prepare and track progress against a work schedule
 - 2.2 Experiment with ideas to develop a packaging and label design
 - 2.3 Experiment with graphic techniques for a packaging and label design
-

The learner will:

- 3 Be able to produce and review a packaging and label design solution

The learner can:

- 3.1 Produce a packaging and label design using graphic techniques
 - 3.2 Present finished work and obtain feedback
 - 3.3 Review the packaging and label design
-

Unit 03 Packaging and label design (K/506/7453) (cont'd)

Assessment guidance

Types of evidence: evidence should be developed from the overall design process. Evidence for each individual assessment criteria should be clearly cross-referenced and easily identifiable. Assignments and project briefs should support learners to clearly evidence each assessment criteria. Briefs and projects used should also provide learners with appropriate assessment opportunities to demonstrate further competence where grades are available.

The evidence presented should come from direct assessment methods when possible; the use of observation and witness statements should be limited, or not required. All learner evidence must be authenticated using an appropriate method.

Evidence presented by learners must be sufficient enough to enable the Assessor to make a reliable grading decision.

The learners' evidence and portfolio can be completed using digital or traditional techniques, or a mixture of both.

Assessment criteria: 1.1–3.3

Additional information:

1.1 Learners should research packaging and label design solutions produced by others which are relevant to the brief. The researched design solutions may be useful to learners because of how the formal elements of design have been used or the designer's use of techniques etc. Learners should annotate the research or collate their findings to show how the research has been used to inform their own design process.

1.2 Learners should research the application of copyright law and how this applies to packaging and label design. This may relate to specific design elements such as the colour, shape and form of the design, the materials used, or the whole packaging concept. Learners should record their descriptions in as much detail as possible. This should not be a record of research but should attempt to show an understanding of how the learners have processed the information into a clear – and where possible – detailed description. Appropriate evidence types may include written or audio-visual descriptions.

Unit 03 Packaging and label design (K/506/7453) (cont'd)

Assessment guidance (cont'd)

2.1 Learners should produce a clear and defined work schedule which shows the key elements to be completed, including tasks, target deadlines and resources. The schedule can be recorded in any relevant format, but should reflect the learner's planned work. The schedule must be completed in preparation in order for the work to be undertaken. When visual formats such as a Gantt chart are used, they must contain enough specific and individual detail for learners to use the work schedule to track their progress.

Learners should track their progress against the work schedule – recording when deadlines are met and any changes to tasks and resources. The schedule may be annotated or log maintained, showing the tracking of learners' progress against the work schedule. The tracking activities must be evidenced as

the work progresses, not retrospectively. The tracking activity should assist learners to produce the scheduled work with the stated resources to the target deadlines.

2.2 Learners must experiment with a range of relevant packaging and label design ideas to meet the brief. They'll experiment with ideas to develop a packaging and label design solution. Learners will also demonstrate their experimentation with visual language as they consider how to communicate packaging and label design ideas. This will be evidenced through the practical work produced by learners. Learners should be encouraged to annotate key developments within their ideas and the reasoning for these.

2.3 Learners' evidence will show their experimentation as they try out different approaches, techniques and processes for their packaging and label design solution. Learners must experiment with a range of relevant graphic techniques and processes to meet the brief. This will be evidenced through the practical work produced by the learners. Learners should be encouraged to annotate key developments in the graphic techniques used and what they contribute to the packaging and label design solution.

Unit 03 Packaging and label design (K/506/7453) (cont'd)**Assessment guidance (cont'd)**

3.1 Learners will produce a packaging and label design using appropriate graphic techniques to communicate their solution to the brief. This will be evidenced through the final pieces of design work. The work produced should be considered for how effectively it meets the brief and uses graphic techniques to communicate the learners' ideas.

3.2 Learners will present their finished packaging and label design in an appropriate format and obtain feedback in relation to the work produced. Feedback should reference the brief the work is intended to meet and must be obtained from those with the ability to give constructive and informed feedback. Those giving feedback may do so as a designer, client or consumer - for example, group critiques, social media groups, or meetings with clients would all be relevant sources of feedback. The feedback may be recorded by either those giving the feedback or those receiving it. Feedback may be in written form, recorded through social media records, or presented as audio-visual evidence of the presentation – during which the learner receives feedback from the client.

3.3 Learners should reflect on their own progress and the overall packaging and label design process. They should be able to identify the elements that went well and those aspects that could be further improved and should be able to identify how the improvements could be implemented. Learners may be able to constructively discuss design improvements from the consumer or clients' point of view. The review may be recorded through an audio-visual or written account.

Unit 03 Packaging and label design (K/506/7453) (cont'd)**Assessment guidance (cont'd)**

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

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 03 Packaging and label design (K/506/7453)

- Learning outcome 1: Understand packaging and label solutions
- Learning outcome 2: Be able to experiment with packaging and label techniques
- Learning outcome 3: Be able to produce and review a packaging and label design solution.

| Assessment criteria | Pass | Merit | Distinction |
|--|---|---|--|
| 1.1 Research packaging and label design solutions | Learners will research packaging and label design solutions | Learners will research packaging and label design solutions in detail | No Distinction for this AC |
| 1.2 Describe the key elements of copyright law affecting packaging and label design solutions | Learners will describe the key elements of copyright law affecting packaging and label design solutions | Learners will give a detailed description of the key elements of copyright law affecting packaging and label design solutions | No Distinction for this AC |
| 2.1 Prepare and track progress against a work schedule | Learners will prepare and track progress against a work schedule | Learners will prepare and track progress against a detailed work schedule | No Distinction for this AC |
| 2.2 Experiment with ideas to develop a packaging and label design | Learners will experiment with ideas to develop a packaging and label design | Learners will experiment with suitable ideas to develop a packaging and label design | Learners will experiment with convincing ideas to develop a packaging and label design |
| 2.3 Experiment with graphic techniques for a packaging and label design | Learners will experiment with graphic techniques for a packaging and label design | Learners will confidently experiment with graphic techniques for a packaging and label design | Learners will creatively experiment with graphic techniques for a packaging and label design |

Grading descriptors – Unit 03 Packaging and label design (K/506/7453) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|--|---|---|--|
| 3.1 Produce a packaging and label design using graphic techniques | Learners will produce a packaging and label design using graphic techniques | No Merit for this AC | No Distinction for this AC |
| 3.2 Present finished work and obtain feedback | Learners will present finished work and obtain feedback | No Merit for this AC | No Distinction for this AC |
| 3.4 Review the packaging and label design | Learners will review the packaging and label design | Learners will review the packaging and label design in detail | Learners will perceptively review the packaging and label design |

Unit 04 Typography and layout within graphic design (L/506/7459)

The learner will:

- 1 Understand typographic and layout characteristics and techniques

The learner can:

- 1.1 Research typographic characteristics and techniques
 - 1.2 Describe the key elements of copyright law affecting the use of typefaces
-

The learner will:

- 2 Be able to experiment with typographic and layout characteristics and techniques

The learner can:

- 2.1 Prepare and track progress against a work schedule
 - 2.2 Experiment with ideas for a typographic and layout design solution
-

The learner will:

- 3 Be able to produce and review a typographic and layout design solution

The learner can:

- 3.1 Produce a typographic and layout solution
 - 3.2 Present finished work and obtain feedback
 - 3.3 Review the typographic and layout solution
-

Unit 04 Typography and layout within graphic design (L/506/7459) (cont'd)

Assessment guidance

Types of evidence: evidence should be developed from the overall design process. Evidence for individual assessment criteria should be clearly cross-referenced and easily identifiable. Assignments and project briefs should support learners to clearly evidence each assessment criteria. Briefs and projects used should also provide learners with appropriate assessment opportunities to demonstrate further competence where grades are available.

Assessment criteria: 1.1–3.3

Additional information:

1.1 Learners should research typographic and layout design solutions produced by others which are relevant to the brief being undertaken. The researched design solutions may be useful to learners because of how the formal elements of design have been used, or the designer's use of typographic and layout techniques without pictorial elements etc. Learners should annotate the research or collate their findings to show how the research has been used to inform their own design process.

Learners should evidence their research relating to different fonts and typefaces, showing they've identified how the different characteristics of these are influenced by their form. Learners should be able to indicate why different typefaces are used for particular audiences, and used in conjunction with particular products.

1.2 Learners should research the application of copyright law and how this applies to typographic and layout design – specifically relating to the use of typefaces. Learners should be able to identify where copyright relating to a typeface prevents its use in a particular context. Learners should record their descriptions in as much detail as possible. This should not be a record of research, but should attempt to show an understanding of how learners have processed the information into a clear and – where possible – detailed description. Appropriate evidence types may include written or audio-visual descriptions

Unit 04 Typography and layout within graphic design (L/506/7459) (cont'd)

Assessment guidance (cont'd)

2.1 Learners should produce a clear and defined work schedule which shows the key elements to be completed including tasks, target deadlines and resources. The plan can be recorded in any relevant format, but should reflect the learner's planned work. The plan must be completed in preparation in order for the work to be undertaken. When visual formats such as a Gantt chart are used, they must contain enough specific and individual detail for learners to use the plan to track their progress.

Learners should track their progress against the work schedule – recording when deadlines are met and any changes to tasks and resources. The plan may be annotated, or log maintained, showing the tracking of learners' progress against the work plan. The tracking activities must be evidenced as the work progresses, not retrospectively. The tracking activity should assist learners to produce the scheduled work with the stated resources to the target deadlines.

2.2 Learners must experiment with a range of relevant typographic and layout design ideas to meet the brief, experimenting with ideas to develop a solution. Learners will also demonstrate their

experimentation with visual language as they consider how to communicate typographic and layout design ideas. They may experiment with their own typeface or font as a part of the design process. This assessment criterion will be evidenced through the practical work produced by learners, and learners should be encouraged to annotate key developments within their ideas, including the reasoning for these.

3.1 Learners will produce a typographic and layout design using appropriate graphic techniques to communicate their solution to the brief. This will be evidenced through the final pieces of design work. The work produced should be considered for how effectively it meets the brief and uses graphic techniques to communicate the learners' ideas.

Unit 04 Typography and layout within graphic design (L/506/7459) (cont'd)

Assessment guidance (cont'd)

3.2 Learners will present their finished typographic and layout design work in an appropriate format, obtaining feedback in relation to the produced work with reference to the initial brief it is intended to meet. Feedback may be obtained from peers or a client and must be from those with the ability to give constructive and informed feedback. Those giving feedback may do so as a designer, client or consumer, for example, group critiques, social media groups or meetings with clients would all be relevant sources of feedback. The feedback may be recorded by either those giving the feedback or those receiving it. The feedback may be recorded in written form, through social media records, or be presented as audio-visual evidence of the presentation during which learners receive feedback from the client.

3.3 Learners should reflect on their progress and the overall typographic and layout design process. They should be able to identify aspects that went well and those which could be improved, identifying how the improvements could be implemented. Learners may be able to constructively discuss improvements to the design which consider the design from the consumer or client's point of view. The review may be recorded via audio-visual or written account.

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

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 04 Typography and layout within graphic design (L/506/7459)

- Learning outcome 1: Understand typographic and layout characteristics and techniques
- Learning outcome 2: Be able to experiment with typographic and layout characteristics and techniques
- Learning outcome 3: Be able to produce and review a typographic and layout design solution.

| Assessment criteria | Pass | Merit | Distinction |
|--|---|---|---|
| 1.1 Research typographic characteristics and techniques | Learners will research typographic characteristics and techniques | Learners will research typographic characteristics and techniques in detail | No Distinction for this AC |
| 1.2 Describe the key elements of copyright law affecting the use of typefaces | Learners will describe the key elements of copyright law affecting the use of typefaces | Learners will describe in detail the key elements of copyright law affecting the use of typefaces | No Distinction for this AC |
| 2.1 Prepare and track progress against a work schedule | Learners will prepare and track progress against a work schedule | Learners will prepare and track progress against a detailed work schedule | No Distinction for this AC |
| 2.2 Experiment with ideas for a typographic and layout design solution | Learners will experiment with ideas for a typographic and layout design solution | Learners will experiment with suitable ideas for a typographic and layout design solution | Learners will experiment with convincing ideas for a typographic and layout design solution |
| 3.1 Produce a typographic and layout solution | Learners will produce a typographic and layout solution | Learners will produce a suitable typographic and layout solution | Learners will produce a creative typographic and layout solution |

Grading descriptors – Unit 04 Typography and layout within graphic design (L/506/7459) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|---|
| 3.2 Present finished work and obtain feedback | Learners will present finished work and obtain feedback | No Merit for this AC | No Distinction for this AC |
| 3.3 Review the typographic and layout solution | Learners will review the typographic and layout solution | Learners will review the typographic and layout solution in detail | Learners will perceptively review the typographic and layout solution |

Unit 05 Vector- and pixel-based images (F/506/7460)

The learner will:

- 1 Understand vector- and pixel-based software

The learner can:

- 1.1 Research vector- and pixel-based software techniques
 - 1.2 Describe the main elements of copyright law and industry code(s) of practice relating to vector- and pixel-based software
-

The learner will:

- 2 Be able to produce and review vector- and pixel-based images

The learner can:

- 2.1 Experiment with ideas for vector- and pixel-based images
 - 2.2 Apply techniques using vector- and pixel-based software
 - 2.3 Produce images using vector- and pixel-based software techniques
 - 2.4 Present finished work and obtain feedback
 - 2.5 Review the technical qualities of the images created
-

Unit 05 Vector- and pixel-based images (F/506/7460) (cont'd)**Assessment guidance**

Types of evidence: evidence should be developed from the overall design process. Evidence for individual assessment criteria should be clearly cross-referenced and easily identifiable. Assignments and project briefs should support learners to clearly evidence each assessment criteria. Briefs and projects used should also provide learners with appropriate assessment opportunities to demonstrate further competence where grades are available.

Assessment criteria: 1.1–2.5

Additional information:

1.1 Learners should research a range of vector- and pixel-based software techniques relevant to the brief being undertaken. Learners should research the practicalities of each software technique so they can experiment with them later within this unit. Learners should annotate the research or collate their findings to show how the research has been used to inform their own design process.

1.2 Learners should research the application of copyright law relating to vector- and pixel-based software, such as unlicensed use. Learners should also research any industry codes such as ethical codes relating to altered pixel-based images. Descriptions should be recorded in as much detail as possible. This should not be a record of research but should attempt to show an understanding of how learners have processed the information into a clear and – where possible – detailed description. Appropriate evidence types may include written or audio-visual descriptions.

2.1 Learners must experiment with a range of relevant ideas for vector- and pixel-based images. They will experiment with ideas to develop images for use in a specific graphic context. This will be evidenced through the practical work produced and learners should be encouraged to annotate key developments within their ideas with the reasoning for these.

Unit 05 Vector- and pixel-based images (F/506/7460) (cont'd)**Assessment guidance (cont'd)**

2.2 Learners must apply a range of relevant ideas to create vector- and pixel-based images. Learners will apply the vector- and pixel-based software techniques to produce exploratory work demonstrating a range of appropriate software techniques. The assessment criteria will be evidenced through the practical work produced by learners. Learners should be encouraged to annotate key developments within their ideas and the reasons for these.

2.3 Learners will produce at least 2 images using appropriate vector- and pixel-based software techniques for a specific graphic design purpose. Learners should produce at least one finished vector-based image and one pixel-based image for use in a graphic design context.

Learners will demonstrate competent use of software techniques to produce a range of outcomes for use in a graphic design context, eg a vector-based image for use within a logo or a pixel-based image for use in advertising. This will be evidenced through the final pieces of vector- and pixel-based work.

2.4 The finished vector- and pixel-based software images should be presented in an appropriate format. Learners should obtain feedback in relation to the work produced; this should be with reference to the initial brief the work is intended to meet. The feedback may be obtained from peers or a client and must be obtained from those with the ability to give constructive and informed feedback. Those giving feedback may do so as a designer, client or consumer, for example, group critiques, social media groups, or meetings with clients would all be considered relevant sources of feedback. Feedback may be recorded by either those giving the feedback or those receiving it and may be in written form, recorded through social media records, or be presented as audio-visual evidence of the presentation during which the learners received feedback from the client.

Unit 05 Vector- and pixel-based images (F/506/7460) (cont'd)**Assessment guidance (cont'd)**

2.5 Learners should reflect upon the success of the final software images, in particular the technical quality of the images produced. Learners should consider the technical qualities of the images as a measure of how well the software techniques were implemented. Where images are technically imperfect but creatively appropriate, this should be rationalised by learners within their review.

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

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 05 Vector- and pixel-based images (F/506/7460)

- Learning outcome 1: Understand vector- and pixel-based software
- Learning outcome 2: Be able to produce and review vector- and pixel-based images.

| Assessment criteria | Pass | Merit | Distinction |
|--|---|---|---|
| 1.1 Research vector- and pixel-based software techniques | Learners will research vector- and pixel-based software techniques | Learners will research vector- and pixel-based software techniques in detail | No Distinction for this AC |
| 1.2 Describe the main elements of copyright law and industry code(s) of practice relating to vector- and pixel-based software | Learners will describe the main elements of copyright law and industry code(s) of practice relating to vector- and pixel-based software | Learners will describe in detail the main elements of copyright law and industry code(s) of practice relating to vector- and pixel-based software | No Distinction for this AC |
| 2.1 Experiment with ideas for vector- and pixel-based images | Learners will experiment with ideas for vector- and pixel-based images | Learners will experiment with suitable ideas for vector- and pixel-based images | Learners will experiment with convincing ideas for vector- and pixel-based images |
| 2.2 Apply techniques using vector- and pixel-based software | Learners will apply techniques using vector- and pixel-based software | Learners will confidently apply techniques using vector- and pixel-based software | Learners will creatively apply techniques using vector- and pixel-based software |

Grading descriptors – Unit 05 Vector- and pixel-based images (F/506/7460) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|---|
| 2.3 Produce images using vector- and pixel-based software techniques | Learners will produce images using vector- and pixel-based software techniques | No Merit for this AC | No Distinction for this AC |
| 2.4 Present finished work and obtain feedback | Learners will present finished work and obtain feedback | No Merit for this AC | No Distinction for this AC |
| 2.5 Review the technical qualities of the images created | Learners will review the technical qualities of the images created | Learners will review the technical qualities of the images created in detail | Learners will perceptively review the technical qualities of the images created |

Unit 06 Branding within graphic design (J/506/7461)

The learner will:

- 1 Understand branding techniques

The learner can:

- 1.1 Research branding solutions
 - 1.2 Describe the main elements of copyright law affecting branding
-

The learner will:

- 2 Be able to experiment with branding and graphic techniques

The learner can:

- 2.1 Prepare and track progress against a work schedule
 - 2.2 Experiment with ideas for a branding solution
-

The learner will:

- 3 Be able to produce and review a branding solution

The learner can:

- 3.1 Produce a branding solution using graphic techniques
 - 3.2 Present finished work and obtain feedback
 - 3.3 Review the branding solution
-

Unit 06 Branding within graphic design (J/506/7461) (cont'd)**Assessment guidance**

Types of evidence: evidence should be developed from the overall design process. Evidence for individual assessment criteria should be clearly cross-referenced and easily identifiable. Assignments and project briefs should support learners to clearly evidence each assessment criteria. Briefs and projects used should also provide learners with appropriate assessment opportunities to demonstrate further competence where grades are available.

Assessment criteria: 1.1–3.3

Additional information:

1.1 Learners should research branding solutions produced by others which are relevant to the brief being undertaken. Learners should research how the individuals' or organisations' values, identity and services are communicated through its branding. Learners should research how the branding solution and logo are adapted for use in different contexts, including hard copy and digital administration materials, sidings, shop fronts and any other associated branded outcomes. The researched design solutions may be useful to the learners because of how the formal elements of design have been used or the designer's use of techniques. Learners should annotate the research or collate their findings to show how the research has been used to inform their own design process.

1.2 Learners should research the application of copyright law and how this applies to brand design. If a brand has been designed to appear like an already well-known brand, this may be legally challenged on a copyright and ethical basis. The research may inform learners based on the formal elements used within the design or the application of the branding. Learners should record their descriptions in as much detail as possible. This should not be a record of research but should attempt to show an understanding through how learners have processed the information into a clear and – where possible – detailed description. Appropriate evidence may include written or audio-visual descriptions.

Unit 06 Branding within graphic design (J/506/7461) (cont'd)**Assessment guidance (cont'd)**

2.1 Learners should produce a clear and defined work schedule which shows the key elements to be completed including tasks, target deadlines and resources. The schedule can be recorded in any relevant format, but should reflect the learners' planned work. The schedule must be completed in preparation in order for the work to be undertaken. When visual formats such as a Gantt chart are used, they must contain enough specific and individual detail for learners to use the work schedule to track their progress.

Learners should track their progress against the work schedule, recording when deadlines are met and any changes to tasks and resources. The schedule may be annotated, or log maintained, showing the tracking of learners' progress against the work schedule. The tracking activities must be evidenced as the work progresses, not retrospectively. The tracking activity should assist learners to produce the scheduled work with the stated resources to the target deadlines.

2.2 Learners must experiment with a range of relevant branding solution ideas to meet the brief. They'll experiment with ideas to develop a branding solution and demonstrate their experimentation with visual language as they consider how to communicate branding solution ideas. This will be evidenced through the practical work produced by learners. Learners should be encouraged to annotate key developments within their ideas and the reasoning for these.

3.1 Learners will produce a branding solution using appropriate graphic techniques to communicate their solution to the brief. This will be evidenced through the final pieces of design work. The work produced should be considered for how effectively it meets the brief and uses graphic techniques to communicate learners' ideas.

Unit 06 Branding within graphic design (J/506/7461) (cont'd)**Assessment guidance (cont'd)**

3.2 Learners will present their finished branding solution in an appropriate format, obtaining feedback in relation to the produced work with reference to the initial brief it is intended to meet. Feedback may be obtained from peers or a client and must be from those with the ability to give constructive and informed feedback. Those giving feedback may do so as a designer, client or consumer, eg group critiques, social media groups or meetings with clients would all be relevant sources of feedback. The feedback may be recorded by either those giving the feedback or those receiving it. The feedback may be recorded in written form, through social media records or be presented as audio-visual evidence of the presentation during which learners receive feedback from the client.

3.3 Learners should reflect on their progress and the overall branding design process. They should be able to identify the aspects that went well and those which could be improved, and should be able to identify how the improvements could be implemented. Learners may be able to constructively discuss improvements to the branding solution from the consumer or client's point of view. The review may be recorded through an audio-visual or written account.

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

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 06 Branding within graphic design (J/506/7461)

- Learning outcome 1: Understand branding techniques
- Learning outcome 2: Be able to experiment with branding and graphic techniques
- Learning outcome 3: Be able to produce and review a branding solution.

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|--|
| 1.1 Research branding solutions | Learners will research branding solutions | Learners will research branding solutions in detail | No Distinction for this AC |
| 1.2 Describe the main elements of copyright law affecting branding | Learners will describe the main elements of copyright law affecting branding | Learners will describe in detail the main elements of copyright law affecting branding | No Distinction for this AC |
| 2.1 Prepare and track progress against a work schedule | Learners will prepare and track progress against a work schedule | Learners will prepare and track progress against a detailed work schedule | No Distinction for this AC |
| 2.2 Experiment with ideas for a branding solution | Learners will experiment with ideas for a branding solution | Learners will experiment with suitable ideas for a branding solution | Learners will experiment with convincing ideas for a branding solution |

Grading descriptors – Unit 06 Branding within graphic design (J/506/7461) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|---|---|
| 3.1 Produce a branding solution using graphic techniques | Learners will produce a branding solution using graphic techniques | Learners will produce a suitable branding solution using graphic techniques | Learners will produce a convincing branding solution using graphic techniques |
| 3.2 Present finished work and obtain feedback | Learners will present finished work and obtain feedback | No Merit for this AC | No Distinction for this AC |
| 3.3 Review the branding solution | Learners will review the branding solution | Learners will review the branding solution in detail | Learners will perceptively review the branding solution |

Unit 07 Advertising within graphic design (R/506/7463)

The learner will:

- 1 Understand advertising techniques

The learner can:

- 1.1 Research advertising solutions
 - 1.2 Describe the main elements of copyright law and industry code(s) of practice relating to advertising
-

The learner will:

- 2 Be able to experiment with advertising ideas and graphic techniques

The learner can:

- 2.1 Prepare and track progress against a work schedule
 - 2.2 Experiment with ideas for an advertisement
 - 2.3 Experiment with graphic techniques for an advertisement design
-

The learner will:

- 3 Be able to produce and review an advertisement using graphic techniques

The learner can:

- 3.1 Produce an advertisement using appropriate graphic techniques
 - 3.2 Present finished work and obtain feedback
 - 3.3 Review the advertisement
-

Unit 07 Advertising within graphic design (R/506/7463) (cont'd)**Assessment guidance**

Types of evidence: evidence should be developed from the overall design process. Evidence for individual assessment criteria should be clearly cross-referenced and easily identifiable. Assignments and project briefs should support learners to clearly evidence each assessment criteria. Briefs and projects used should also provide learners with appropriate assessment opportunities to demonstrate further competence where grades are available.

Assessment criteria: 1.1–3.3

Additional information:

1.1 Learners should research advertising solutions produced by others which are relevant to the brief being undertaken. The researched design solutions may be useful to the learners because of how the formal elements of design have been used, or the designer's use of techniques etc. Learners should annotate the research or collate their findings to show how the research has been used to inform their own design process.

1.2 Learners should research the application of copyright law and how this applies to advertising. They should record their descriptions in as much detail as possible. This should not be a record of research but should attempt to show an understanding of how learners have processed the information into a clear and – where possible – detailed description. Appropriate evidence types include written and audio-visual descriptions.

Learners must also research and describe the industry codes relating to advertising within the UK. Learners may choose to detail international advertising codes where these are different to the UK's. The appropriate aspects of the current UK Advertising Codes should be researched, and described in summary by learners, in addition to any other appropriate legislation or guidance from the industry regulator.

Unit 07 Advertising within graphic design (R/506/7463) (cont'd)**Assessment guidance (cont'd)**

2.1 Learners should produce a clear and defined work schedule which shows the key elements to be completed, including tasks, target deadlines and resources. The schedule can be recorded in any relevant format, but should reflect the learner's planned work. The schedule must be completed in preparation in order for the work to be undertaken. When visual formats such as a Gantt chart are used, they must contain enough specific and individual detail for learners to use the work schedule to track their progress.

Learners should track their progress against the work schedule, recording when deadlines are met and any changes to tasks and resources. The schedule may be annotated, or log maintained, showing the tracking of learners' progress against the work schedule. The tracking activities must be evidenced as the work progresses, not retrospectively. The tracking activity should assist learners to produce the scheduled work with the stated resources to the target deadlines.

2.2 Learners must experiment with a range of relevant advertisement design ideas to meet the brief. They'll experiment with ideas to develop an advertisement and will also demonstrate their experimentation with visual language as they consider how to communicate advertisement design ideas. Evidence will be via practical work produced by the learners. Learners should be encouraged to annotate key developments within their ideas and the reasoning for these.

2.3 Evidence will show the learners' experimentation as they attempt different approaches, techniques and processes for their advertisement design solution. Learners must experiment with a range of relevant graphic techniques and processes to meet the brief. This will be evidenced through the practical work produced and learners should be encouraged to annotate key developments within the graphic techniques used and what these contribute to the design solution.

Unit 07 Advertising within graphic design (R/506/7463) (cont'd)**Assessment guidance (cont'd)**

3.1 Learners will produce an advertisement design using appropriate graphic techniques to communicate their solution to the brief, this will be evidenced through the final pieces of design work. The work produced should be considered for how effectively it meets the brief and uses graphic techniques to communicate the learners' ideas.

3.2 Learners will present their finished advertisement in an appropriate format, obtaining feedback in relation to the produced work with reference to the initial brief it is intended to meet. Feedback may be obtained from peers or a client and must be from those with the ability to give constructive and informed feedback. Those giving feedback may do so as a designer, client or consumer, for example, group critiques, social media groups or meetings with clients would all be relevant sources of feedback. The feedback may be recorded by either those giving the feedback or those receiving it. The feedback may be recorded in written form, through social media records, or be presented as audio-visual evidence of the presentation during which learners receive feedback from the client.

3.3 Learners should reflect on their progress and the overall advertisement design process. They should be able to identify the aspects which went well and those which could be improved upon, identifying how those improvements could be implemented. Learners may be able to constructively discuss improvements to the design, which consider the success of the advertisement from the consumer or client's point of view. The review may be recorded through an audio-visual or written account.

Unit 07 Advertising within graphic design (R/506/7463) (cont'd)**Assessment guidance (cont'd)**

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

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 07 Advertising within graphic design (R/506/7463)

- Learning outcome 1: Understand advertising techniques
- Learning outcome 2: Be able to experiment with advertising ideas and graphic techniques
- Learning outcome 3: Be able to produce and review an advertisement using graphic techniques.

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|---|
| 1.1 Research advertising solutions | Learners will research advertising solutions | Learners will research advertising solutions in detail | No Distinction for this AC |
| 1.2 Describe the main elements of copyright law and industry code(s) of practice relating to advertising | Learners will describe the main elements of copyright law and industry code(s) of practice relating to advertising | Learners will describe in detail the main elements of copyright law and industry code(s) of practice relating to advertising | No Distinction for this AC |
| 2.1 Prepare and track progress against a work schedule | Learners will prepare and track progress against a work schedule | Learners will prepare and track progress against a detailed work schedule | No Distinction for this AC |
| 2.2 Experiment with ideas for an advertisement | Learners will experiment with ideas for an advertisement | Learners will experiment with suitable ideas for an advertisement | Learners will experiment with convincing ideas for an advertisement |

Grading descriptors – Unit 07 Advertising within graphic design (R/506/7463) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|---|
| 2.3 Experiment with graphic techniques for an advertisement design | Learners will experiment with graphic techniques for an advertisement design | Learners will confidently experiment with graphic techniques for an advertisement design | Learners will creatively experiment with graphic techniques for an advertisement design |
| 3.1 Produce an advertisement using appropriate graphic techniques | Learners will produce an advertisement using appropriate graphic techniques | Learners will produce a suitable advertisement using appropriate graphic techniques | Learners will produce a convincing advertisement using appropriate graphic techniques |
| 3.2 Present finished work and obtain feedback | Learners will present finished work and obtain feedback | No Merit for this AC | No Distinction for this AC |
| 3.3 Review the advertisement | Learners will review the advertisement | Learners will review the advertisement in detail | Learners will perceptively review the advertisement |

Unit 08 Graphic illustration (Y/506/7464)

The learner will:

- 1 Understand illustrative techniques

The learner can:

- 1.1 Research graphic illustration techniques
 - 1.2 Describe the main elements of copyright law and industry code(s) of practice affecting graphic illustration
-

The learner will:

- 2 Be able to experiment with illustrative ideas and graphic techniques

The learner can:

- 2.1 Prepare and track progress against a work schedule
 - 2.2 Experiment with illustrative ideas for a specific purpose
 - 2.3 Experiment with illustrative techniques to develop the chosen idea
-

The learner will:

- 3 Be able to produce and review a graphic illustration

The learner can:

- 3.1 Produce a graphic illustration for a specific purpose
 - 3.2 Present finished work and obtain feedback
 - 3.3 Review the graphic illustration
-

Unit 08 Graphic illustration (Y/506/7464) (cont'd)

Assessment guidance

Types of evidence: evidence should be developed from the overall design process. Evidence for each individual assessment criteria should be clearly cross-referenced and easily identifiable. Assignments and project briefs should support learners to clearly evidence each assessment criteria. Briefs and projects used should also provide learners with appropriate assessment opportunities to demonstrate further competence where grades are available.

Assessment criteria: 1.1–3.3

Additional information:

1.1 Learners should research graphic illustrations produced by others which are relevant to the brief being undertaken. The researched illustrations may be useful to learners because of how visual elements have been used within the illustration or the illustrator's use of a process or technique etc. Learners should research the techniques and visual language used by graphic illustrators to communicate the attributes of characters, interactions, and their environments. Learners should annotate the research or collate their findings to show how research has been used to inform their own illustration process.

1.2 Learners should research the application of copyright law and how this applies to the work of graphic illustrators. Copyright and ethical considerations may relate to specific types, styles and genres of illustration, or may relate to content of the illustration. Learners should record their descriptions in as much detail as possible. This should not be a record of research, but should attempt to show an understanding of how learners have processed the information into a clear and – where possible – detailed description. Appropriate evidence types may include written or audio-visual descriptions.

Unit 08 Graphic illustration (Y/506/7464) (cont'd)

Assessment guidance (cont'd)

2.1 Learners should produce a clear and defined work schedule which shows the key elements to be completed, including tasks, target deadlines and resources. The schedule can be recorded in any relevant format, but should reflect the learners' planned work. The schedule must be completed in preparation in order for the work to be undertaken. When visual formats such as a Gantt chart are used, they must contain enough specific and individual detail for learners to use the work schedule to track their progress.

Learners should track their progress against the work schedule, recording when deadlines are met and any changes to tasks and resources. The schedule may be annotated, or log maintained, showing the tracking of learners' progress against the work schedule. The tracking activities must be evidenced as the work progresses, not retrospectively. The tracking activity should assist learners to produce the scheduled work with the stated resources to the target deadlines.

2.2 Learners must experiment with a range of relevant graphic illustration ideas to meet the brief. They'll experiment with ideas to develop their illustration and may consider how to visually communicate characters, interactions and their environments. Learners will also demonstrate their experimentation with visual language as they consider how to communicate their graphic illustration ideas, evidenced through the practical work produced. Learners should be encouraged to annotate key developments within their ideas and the reasoning for these.

2.3 The learners' evidence will show their experimentation as they attempt different approaches, techniques and processes for their illustration. Learners must experiment with a range of illustrative techniques and processes to meet the brief, evidenced through the practical work produced. Learners should reflect and annotate as they experiment with illustrative techniques.

Unit 08 Graphic illustration (Y/506/7464) (cont'd)**Assessment guidance (cont'd)**

3.1 Learners will produce a graphic illustration using appropriate techniques, evidenced through the final pieces of illustration work. Work produced should be considered for how effectively it meets the brief, and how it uses illustrative techniques to communicate the learner's ideas.

3.2 Learners will present their finished graphic illustration in an appropriate format, obtaining feedback in relation to the produced work with reference to the initial brief it is intended to meet. Feedback may be obtained from peers or a client and must be from those with the ability to give constructive and informed feedback. Those giving feedback may do so as a designer, client or consumer, for example, group critiques, social media groups or meetings with clients would all be relevant sources of feedback. The feedback may be recorded by either those giving the feedback or those receiving it. The feedback may be recorded in written form, through social media records, or be presented as audio-visual evidence of the presentation during which learners receive feedback from the client.

3.3 Learners should reflect on their progress and the overall graphic illustration process. They should be able to identify those aspects that went well and those which could be improved, identifying how the improvements could be implemented. Learners may be able to constructively discuss improvements to the illustration based on feedback from the peers or the client. The review may be recorded through an audio-visual or written account.

Unit 08 Graphic illustration (Y/506/7464) (cont'd)**Assessment guidance (cont'd)**

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

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 08 Graphic illustration (Y/506/7464)

- Learning outcome 1: Understand illustrative techniques
- Learning outcome 2: Be able to experiment with illustrative ideas and graphic techniques
- Learning outcome 3: Be able to produce and review a graphic illustration.

| Assessment criteria | Pass | Merit | Distinction |
|--|---|---|--|
| 1.1 Research graphic illustration techniques | Learners will research graphic illustration techniques | Learners will research graphic illustration techniques in detail | No Distinction for this AC |
| 1.2 Describe the main elements of copyright law and industry code(s) of practice affecting graphic illustration | Learners will describe the main elements of copyright law and industry code(s) of practice affecting graphic illustration | Learners will describe in detail the main elements of copyright law and industry code(s) of practice affecting graphic illustration | No Distinction for this AC |
| 2.1 Prepare and track progress against a work schedule | Learners will prepare and track progress against a work schedule | Learners will prepare and track progress against a detailed work schedule | No Distinction for this AC |
| 2.2 Experiment with illustrative ideas for a specific purpose | Learners will experiment with illustrative ideas for a specific purpose | Learners will experiment with suitable illustrative ideas for a specific purpose | Learners will experiment with convincing illustrative ideas for a specific purpose |

Grading descriptors – Unit 08 Graphic illustration (Y/506/7464) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|---|
| 2.3 Experiment with illustrative techniques to develop the chosen idea | Learners will experiment with illustrative techniques to develop the chosen idea | Learners will confidently experiment with illustrative techniques to develop the chosen idea | Learners will creatively experiment with illustrative techniques to develop the chosen idea |
| 3.1 Produce a graphic illustration for a specific purpose | Learners will produce a graphic illustration for a specific purpose | No Merit for this AC | No Distinction for this AC |
| 3.2 Present finished work and obtain feedback | Learners will present finished work and obtain feedback | No Merit for this AC | No Distinction for this AC |
| 3.3 Review the graphic illustration | Learners will review the graphic illustration | Learners will produce a detailed review of the graphic illustration | Learners will produce a perceptive review of the graphic illustration |

Unit 09 Printmaking (D/506/7465)

The learner will:

- 1 Understand printmaking techniques

The learner can:

- 1.1 Research a range of printmaking techniques
 - 1.2 Describe the main elements of copyright law relating to printed images
-

The learner will:

- 2 Be able to produce and review printed images

The learner can:

- 2.1 Experiment with ideas for printed images
 - 2.2 Experiment with printmaking techniques for a specific purpose
 - 2.3 Produce printed image/s for a specific purpose
 - 2.4 Present finished work and obtain feedback
 - 2.5 Review the technical qualities of the printed images created
-

Unit 09 Printmaking (D/506/7465) (cont'd)

Assessment guidance

Types of evidence: evidence should be developed from the overall design process. Evidence for individual assessment criteria should be clearly cross-referenced and easily identifiable. Assignments and project briefs should support learners to clearly evidence each assessment criteria. Briefs and projects used should also provide learners with appropriate assessment opportunities to demonstrate further competence where grades are available.

Assessment criteria: 1.1–2.5

Additional information:

1.1 Learners should research a range of printmaking techniques relevant to the brief being undertaken, how the techniques have been used in a graphic context and the visual qualities of the printmaking outcome produced by each technique. Learners should research the practicalities of each technique so that they can experiment with them later within the unit. Learners should annotate the research or collate their findings to show how research has been used to inform their own design process.

1.2 Learners should research the application of copyright law and how this applies to printmaking images or techniques. Learners should record their descriptions in as much detail as possible. This should not be a record of research but should attempt to show an understanding of how the learners have processed the information into a clear and – where possible – detailed description. Appropriate evidence types may include written or audio-visual descriptions.

2.1 Learners must experiment with a range of relevant ideas for a printed image. They'll experiment with ideas to develop a printed image for use in a specific graphic context, for example, a printed image for inclusion within a label design, or an experimental printed typeface. Learners will also demonstrate their experimentation with visual language as they consider how to communicate graphic ideas using printmaking techniques. This will be evidenced through the practical work produced and learners should be encouraged to annotate key developments within their ideas and the reasoning for these.

Unit 09 Printmaking (D/506/7465) (cont'd)**Assessment guidance (cont'd)**

2.2 Learners' evidence will show their experimentation as they attempt different printmaking methods, techniques and processes. Learners must experiment with a range of relevant printmaking techniques and processes to meet the brief, eg etching, mono-printing, woodcut, linocut and screen-printing. This will be evidenced through the practical work produced and learners should be encouraged to annotate key developments within the techniques used, including what these potentially contribute to the image.

2.3 Learners will produce an image using appropriate printmaking techniques for a specific graphic purpose. This will be evidenced through the final pieces of printmaking work. The work produced should be considered for how effectively it meets the brief and uses printmaking techniques to communicate the learners' ideas.

2.4 Learners will present their finished printed images in an appropriate format and obtain feedback in relation to the work produced. Feedback should reference the brief the work is intended to meet and must be obtained from those with the ability to give constructive and informed feedback. Those giving feedback may do so as a designer, client or consumer, for example, group critiques, social media groups, or meetings with clients would all be relevant sources of feedback. The feedback may be recorded by either those giving the feedback or those receiving it. Feedback may be in written form, recorded through social media records, or presented as audio/visual evidence of the presentation, during which the learner receives feedback from the client

2.5 Learners should reflect on their own progress and the overall printmaking process. They should be able to identify the elements that went well and those aspects that could be further improved, and should be able to identify how the improvements could be implemented. Learners may be able to constructively discuss improvements which consider the design from the consumer or clients' point of view. The review may be recorded through an audio/visual or written account.

Unit 09 Printmaking (D/506/7465) (cont'd)

Assessment guidance (cont'd)

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

Any software or combination of software used by the learners to complete their work should reflect the industry standard.

Grading descriptors – Unit 09 Printmaking (D/506/7465)

- Learning outcome 1: Understand printmaking techniques
- Learning outcome 2: Be able to produce and review printed images.

| Assessment criteria | Pass | Merit | Distinction |
|---|---|---|---|
| 1.1 Research a range of printmaking techniques | Learners will research a range of printmaking techniques | Learners will research a range of printmaking techniques in detail | No Distinction for this AC |
| 1.2 Describe the main elements of copyright law relating to printed images | Learners will describe the main elements of copyright law and industry codes of practice relating to printed images | Learners will describe in detail the main elements of copyright law and industry codes of practice relating to printed images | No Distinction for this AC |
| 2.1 Experiment with ideas for printed images | Learners will experiment with ideas for printed images | Learners will experiment with suitable ideas for printed images | Learners will experiment with convincing ideas for printed images |
| 2.2 Experiment with printmaking techniques for a specific purpose | Learners will experiment with printmaking techniques for a specific purpose | Learners will confidently experiment with printmaking techniques for a specific purpose | Learners will skilfully experiment with printmaking techniques for a specific purpose |

Grading descriptors - Unit 09 Printmaking (D/506/7465) (cont'd)

| Assessment criteria | Pass | Merit | Distinction |
|---|--|--|---|
| 2.3 Produce printed image/s for a specific purpose | Learners will produce printed image/s for a specific purpose | Learners will produce suitable printed image/s for a specific purpose | Learners will produce skilfully printed image/s for a specific purpose |
| 2.4 Present finished work and obtain feedback | Learners will present finished work and obtain feedback | No Merit for this AC | No Distinction for this AC |
| 2.5 Review the technical qualities of the printed images created | Learners will review the technical qualities of the printed images created | Learners will review the technical qualities of the printed images created in detail | Learners will perceptively review the technical qualities of the printed images created |

Section 5

Links to National Skills Standards

Links to National Skills Standards

We've highlighted where learning opportunities for the Functional Skills qualifications may be found. The activities learners carry out whilst completing this qualification could help prepare them for their Functional Skills assessments.

We've also highlighted which of the Personal Learning and Thinking Skills (PLTS) link into the units of this qualification.

The mapping is only at the level of the unit.

English

All units

Mathematics

Unit 03, 04, 05, 07, 08

ICT

All units

PLTS Independent Enquirers

All units

PLTS Creative Thinkers

All units

PLTS Reflective Learners

All units

PLTS Team Workers

Unit 01, 02, 03, 04, 05, 07, 08

PLTS Self-managers

Unit 01, 02, 03, 04, 05, 07, 08

PLTS Effective Participators

All units

For further information please contact a member of the Content Solutions team.

Section 6

Grading criteria glossary of terms

Grading criteria glossary of terms

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

Non-graded words can be used across all grades but must be accompanied with a grade-specific word.

| Pass | |
|---------------|---|
| Appropriate | Relevant to the purpose/task |
| Awareness | Knowledge, understanding, perception |
| Competent | Having the skill, knowledge and ability to complete a task to a given standard |
| Describe | Define, explain |
| Differentiate | Tell apart, distinguish |
| Effectively | In a manner which achieves a satisfactory solution |
| Evaluate | Make a qualitative judgement taking into account different factors and using available knowledge/experience. Assess |
| Interpret | Understand and provide a meaning |

Grading criteria glossary of terms (cont'd)

| Merit | |
|------------------------|---|
| Clearly | Logically and without possibility of misunderstanding |
| Coherent | Logically connected |
| Confidently | With certainty in own ability |
| Critical understanding | The ability to deconstruct, analyse and evaluate, and express opinion |
| Detailed | Thorough and in-depth |
| Experimentation | Trial of different methods and techniques |
| Independent research | Work on one's own to investigate |
| Initiative | The ability to work without external direction |
| Justify | Give reasons or evidence to support an opinion |
| Realistic | Relevant and in context |

Grading criteria glossary of terms (cont'd)

| Distinction | |
|--------------------|---|
| Advanced | Developed, refined and comprehensive |
| Comprehensive | All-encompassing |
| Convincing | Persuasive and credible |
| Creativity | Originality, imaginatively expressed |
| Critical judgement | Application of a critical understanding informing decisions |
| Curiosity | An eager desire to seek a fuller understanding |
| Explore | Search and investigate |
| Fluently | Smoothly flowing and without apparent effort |
| Insight | Intuitive perception |
| Inventive | Having creativity borne of original thought |
| Originality | Ability to think or express oneself in an independent and individual manner |
| Perceptively | Showing insight and understanding |
| Skilfully | In a manner underpinned by technical knowledge and a degree of mastery |
| Sophisticated | Developed, refined, advanced |
| Thorough | Completed fully, in some detail |

Grading criteria glossary of terms (cont'd)

| Non-graded | |
|-------------------|--|
| Accurately | In a manner which provides a correct reading or measurement – deviating only slightly |
| Demonstrate | Explain or describe through actions |
| Range of | A variety, an assortment, gamut |
| Reflect | To review and evaluate |
| Relate | To link or establish connections |
| Sufficient | Adequate for the purpose; enough to meet a need or purpose |
| Technical skill | Technique requiring understanding and ability to produce work of a good-quality standard |
| Various | Of different kinds, several, many |

Section 7

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 moderation 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

NCFE
Q6
Quorum Park
Benton Lane
Newcastle upon Tyne
NE12 8BT

Tel: 0191 239 8000*

Fax: 0191 239 8001

Email: customersupport@ncfe.org.uk

Website: www.ncfe.org.uk

NCFE © Copyright 2023 All rights reserved worldwide.

Version 4.3 December 2023

Information in this qualification specification is correct at the time of publishing but may be subject to change.

NCFE is a registered charity (Registered Charity No. 1034808) and a company limited by guarantee (Company No. 2896700).

CACHE; Council for Awards in Care, Health and Education; and NNEB are registered trademarks owned by NCFE.

All the material in this publication is protected by copyright.

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