



Qualification specification

NCFE Level 1 Award in Graphic Design
QN: 500/8454/9

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Summary of changes

This section summarises the changes to this Qualification Specification since the last version (4.2 August 2021). Please check the qualification page on our website for the most recent version.

Version	Publication Date	Summary of amendments
V4.1	January 2020	p.13 Information regarding the wellbeing and safeguarding of learners added to Section 1.
V4.2	August 2021	p.17 Examples added to Graphic Design Solutions and Techniques in Delivery and Assessment, Learning Outcome 1.
V4.3	June 2022	<p>Further information added to the achieving this qualification section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.</p> <p>Information added to the entry guidance section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.</p> <p>Information added to the support for centres section about how to access support handbooks.</p>

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Award in Graphic Design.

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

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

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Award in Graphic Design.

Things you need to know

Qualification number (QN)	500/8454/9
Aim reference	50084549
Total Qualification Time (TQT)	100
Guided Learning Hours (GLH)	90
Credit value	10
Level	1
Assessment requirements	internally assessed and externally quality assured 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.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 500/8454/9.

This qualification has been supported by Creative and Cultural Skills, the Sector Skills Council (SSC) for the Creative and Cultural Industries.

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.

Qualification purpose

This qualification is designed for learners looking to develop their skills and techniques and to provide an understanding of graphic design. The qualification aims to provide basic graphic design skills and an understanding of the main principles of graphic design, giving a strong foundation for progression into further study.

This qualification will:

- enable learners to develop basic graphic design skills
- provide learners with an underpinning knowledge of graphic design processes and principles
- enable learners to use materials, tools and equipment competently and safely.

Qualification objectives

The objectives of this qualification are to:

- enable learners to develop a portfolio of design work.
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Achieving this qualification

To be awarded the Level 1 Award in Graphic Design, learners are required to successfully complete 4 mandatory units. Learners may wish to complete any of the additional units to gain extra credits, however these units will not contribute to the overall credit value of the qualification.

Mandatory units

Unit No	Unit title
Unit 01	Explore graphic processes, materials and techniques
Unit 02	Explore sources of ideas in a graphic design context
Unit 03	Explore and develop graphic design ideas
Unit 04	Produce and present final graphic outcomes

Additional units

Unit No	Unit title
Unit 05	Job search skills
Unit 06	Job application skills
Unit 07	Presenting yourself for work

The learning outcomes for each unit are provided in Section 2.

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 1 Award in Graphic Design, learners must successfully demonstrate their achievement of all learning outcomes of the mandatory units as detailed in this qualification specification.

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

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.

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:

- appropriate interpersonal skills
- communicating with professional colleagues/peers
- supporting other aspiring employees.

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.

Direct Claim Status

For more information about Direct Claim Status, please contact our Customer Support team on 0191 239 8000.

Entry guidance

This qualification is designed for learners who wish to undertake an introductory course in graphic design and obtain underpinning knowledge of graphic design processes and principles.

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

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

This qualification is suitable for learners aged pre-16 and above.

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

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Certificate in Art and Design
 - Level 2 Certificate in Creative Craft
 - Level 2 Certificate in Creative Media.
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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.
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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.

Resource requirements

To assist in the delivery of this qualification, learners should have access to appropriate equipment to enable them to complete this qualification.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You do not have to use the LETL – you can devise your own evidence tracking document instead.

Support for centres

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

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

Reasonable Adjustments and Special Considerations Policy

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

Subject maps

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

Fees and Pricing

The current fees and pricing guide is available on the NCFE website.

Training and support

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

Learning resources

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

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

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.

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

This qualification has also been mapped to the Personal, Learning and Thinking Skills (PLTS) framework.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

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

The unit overview includes:

- unit title and number
- unit summary
- credit value
- guided learning hours
- level
- an indication of whether a unit is mandatory or optional.

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

- learning outcomes
- delivery and assessment (including types of evidence for internal assessment).

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

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

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

Unit 01 Explore graphic processes, materials and techniques (M/601/1041)

Unit summary	In this unit, learners will explore a range of graphic design elements, materials and terminology and will identify suitable techniques and processes in response to a given design brief. Learners will explore and develop basic design skills using graphic design techniques and processes appropriate to the design.
Credit value	4
Guided learning hours	35
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 be able to apply graphic processes, materials and resources

The learner can:

- 1.1 explore a range of **graphic design solutions, visual elements** and **terminology**
- 1.2 use graphic **materials, techniques** and **processes** to develop a basic level of skill
- 1.3 identify the graphic materials, techniques, **characteristics**, processes and equipment suitable for a particular purpose and the reasons for using these
- 1.4 define the design brief and its requirements
- 1.5 apply health and safety procedures

Delivery and assessment

Exploration of visual/tactile qualities of materials and processes will be mostly Tutor led. Some learners might not make extensive explorations, or be fully able to organise their work.

Information which learners may keep separate as a general resource, eg typeface examples, qualities of materials, instructions for using processes, or on procedures for health and safety, should be assessed with practical work. There should be sufficient resource information to guide the practical work of the learners.

Annotation provides some assessment evidence. There may be inconsistencies in the learners' demonstration of skill. The level of skill achieved should allow the learners to complete the task and fulfil the needs of the design brief. Learners are not required to bring together skills and ideas in their exploratory investigations but should make some connections between intentions and outcomes.

Unit 01 Explore graphic processes, materials and techniques (M/601/1041) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment
<p>Range</p> <p>Graphic design solutions: final outcomes produced in response to a graphic design brief and in the context of a graphic environment (eg publishing; advertising; package design; information design; corporate design; publicity; promotions; illustration; web elements; etc).</p> <p>Visual elements: eg text; borders; images; colour; typography; layout; shape; texture; line; tone; pattern; formal elements of composition; proportion; relationship between text and image as relevant.</p> <p>Terminology: eg logotype; the brief; typography; upper and lower case; font; colour; layout; cropping; copyright.</p> <p>Materials: eg traditional for painting, spraying, drawing, print making; adhesives; mixed media; computer-based for desktop publishing (DTP), image manipulation, drawing.</p> <p>Techniques: eg sketches; drawing; painting; collage; paste-up reprographic techniques (copy, enlarge, reduce, manipulate); use of software packages (eg inputting, manipulating, editing, common image file formats – JPEG, BMP, GIF).</p> <p>Processes: work sequences which lead to the production of outcomes (eg production methods-paper based, 3D, electronic or digital); reproduction methods (printing, lens based).</p> <p>Characteristics: eg surface texture, transparency, fast-drying, glossy/matt.</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research file/sketchbook/ annotated notebook 1.3-1.5 • annotated samples of graphic outcomes 1.1-1.3 • experimental pieces of work 1.2.

Unit 02 Explore sources of ideas in a graphic design context (F/601/1044)

Unit summary	In this unit, learners will explore the contexts in which graphic design solutions are produced and identify influences in the development of graphic design solutions.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand how sources of ideas are used in a graphic design context

The learner can:

- 1.1 use a range of **primary** and **secondary** graphic sources to generate ideas for development
- 1.2 outline the **contexts** in which graphic design solutions are produced
- 1.3 identify **influences** in the development of graphic design solutions
- 1.4 select ideas for development
- 1.5 apply **health and safety procedures**

Delivery and assessment

There may be a limited exploration/collection of source material, which supports the work for the design brief. Learners should demonstrate basic creativity in their use of sources, and may rely on secondary graphic sources. Annotation will provide assessment evidence of the exploration of the contexts of graphic products.

Learners should make links between their own work and the sources; they aren't required to investigate these links fully but should make some connections between intentions and outcomes. The recording of responses to sources should be sufficient to communicate observations, experiences and ideas appropriate to intentions.

Unit 02 Explore sources of ideas in a graphic design context (F/601/1044) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment
<p>Range</p> <p>Primary: primary sources are those things that are investigated and responded to by the learner, to which the learner has physical contact or experience (eg graphic products; visual arts artefacts; objects; product knowledge; questionnaires, own photographs and drawings).</p> <p>Secondary: secondary sources are those things that are investigated and responded to by the learner, but not experienced directly, which are the result of the aesthetic considerations/interpretations/presentations by other people (eg other people's graphic images; visual arts; others' market research; others' image banks; typeface libraries, reference material, library and Internet research).</p> <p>Contexts: circumstances in which graphic design solutions were created (eg technological, historical, social, political, cultural, economic, spiritual, moral, or ethical context).</p> <p>Influences: eg visual references; similarities; visual characteristics (historical/contemporary); cultural styles/fashion; combinations; working methods or approach; the work of other designers.</p> <p>Health and safety procedures: relevant to the investigation of sources of ideas (eg safe use of tools, equipment, materials and resources; maintaining a safe working environment).</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • research file/sketchbook/annotated notebook 1.1-1.5.

Unit 03 Explore and develop graphic design ideas (J/601/1045)

Unit summary	In this unit, learners will use a range of sources to inform ideas in response to the design brief and will use visual techniques to propose alternative ideas in response to feedback and constraints. Learners will also develop an idea using different ways of working.
Credit value	2
Guided learning hours	20
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand how personal ideas can be developed and what factors affect those ideas

The learner can:

- 1.1 use a range of **visual techniques** to develop and prepare alternative ideas in response to the design brief
- 1.2 demonstrate alternative ideas and solutions in response to **external factors**
- 1.3 apply **health and safety procedures** where relevant

Delivery and assessment

The Tutor may guide work, and learners may mainly work with ongoing supervision and support. Learners should be able to use given starting points and sources although they may use mostly secondary sources. Learners should be encouraged to demonstrate a range of ideas and fully develop their work. Learners should be able to develop ideas with advice and support, working within clear, given parameters. They should demonstrate the importance of working to targets. Learners should record and reflect on developments, adapting work as needed, although the adaptations may be minimal. They should be encouraged to use specialist vocabulary to support their opinions. Annotation will provide some assessment evidence.

Range

Visual techniques: use graphic elements, visual language (colour, tone, shape, line, texture etc), materials, techniques and processes to explore and develop images or objects which communicate meanings and messages in response to the design brief (eg sheets of ideas (roughs); thumbnail sketches; collage; hand-drawn visuals; mock-up on screen editing/scaling/resizing).

External factors: constraints (eg money); materials; time; weather; legal; deadlines feedback (eg from client, Tutor, peers).

Health and safety procedures: relevant to the developing and adapting of ideas and approaches (eg safe use of tools, equipment, materials and resources); maintaining a safe working environment.

Unit 03 Explore and develop graphic design ideas (J/601/1045) (cont'd)**Learning outcome 1 (cont'd)**

Types of evidence
Evidence could include: <ul style="list-style-type: none">• experimental pieces of work 1.1• sketchbook 1.1-1.3• annotated notebook 1.2, 1.3.

Unit 04 Produce and present final graphic outcomes (L/601/1046)

Unit summary	In this unit, learners will plan for production of their final work using developed ideas. Learners will produce their final work showing a basic level of skill using materials and techniques. Learners will also review the whole design process.
Credit value	2
Guided learning hours	15
Level	1
Mandatory/optional	Mandatory

Learning outcome 1

The learner will:

- 1 understand the processes needed for production of final graphic products

The learner can:

- 1.1 outline a **work schedule** for production of final work
- 1.2 use developed ideas to inform production of final work
- 1.3 produce the final graphic work showing a basic level of skill using materials and techniques
- 1.4 apply **health and safety procedures** where relevant
- 1.5 demonstrate skills to **present** final work in an appropriate context
- 1.6 **assess** final work

Delivery and assessment

The working plan should have been largely completed, enabling learners to carry out the final work to meet the requirements of the design brief. The preparation for production of the final work should be adequate, and the level of skill achieved should allow learners to complete the task and fulfil the needs of the design brief.

The evaluation should demonstrate that learners have made some links between their own work and the work of others and that some connections have been made between intentions and outcomes. The evaluation should also show some ability to support opinions using a specialist vocabulary. Annotation will provide some assessment evidence.

Unit 04 Produce and present final graphic outcomes (L/601/1046) (cont'd)**Learning outcome 1 (cont'd)**

Delivery and assessment (cont'd)
<p>Range</p> <p>Work schedule: a record of planning, which identifies details for working, eg targets for the completion of stages of the work; preparing to use correct tools, equipment and/or materials; the preparation of the working area (clean, well ventilated, well lit); arranging for access to resources.</p> <p>Health and safety procedures: relevant to the planning and production of the final work eg safe use of tools, equipment, materials and resources; maintaining a safe working environment; use of appropriate safety equipment.</p> <p>Present: eg portfolio; exhibition; client presentation; Tutor presentation; presentation methods (eg mounting, display, photographs, on-screen, accompanying text).</p> <p>Assess: Learner evaluations may be written, or a record of responses to oral questioning, and it should refer to the effectiveness and success or otherwise of the final work (eg what the learner has achieved; the use of materials and techniques; the influence of primary and secondary source material; the use of sources of ideas; the development of ideas; the final design solution, with reference to the design brief).</p>
Types of evidence
<p>Evidence could include:</p> <ul style="list-style-type: none"> • records of planning and preparation 1.1, 1.2 • notebook 1.4, 1.6 • final work 1.3, 1.5 • record of evaluation 1.6.

Unit 05 Job search skills (D/502/3577)

Unit summary	This unit introduces learners to the necessary knowledge and skills to carry out searches for jobs and making applications. The unit will cover identifying the best places to look for suitable job opportunities, using job searching resources and knowing who can support them to look for work. The unit then explores the different ways learners can look to find work and starts with a personal career plan and review. The learners then move on to review the local job market and assess their individual prospects.
Credit value	1
Guided learning hours	6
Level	2
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 understand where and how to search for jobs

The learner can:

- 1.1 describe 3 possible sources of job vacancies and provide examples from each. One of these sources should be accessed via the Internet
- 1.2 describe the support networks that are available to them to help them find work or training
- 1.3 provide an example of a job vacancy or training opportunity that interests them that has been found by accessing one of the support networks and acting on the advice and guidance given

Learning outcome 2

The learner will:

- 2 know how to develop a personal career plan

The learner can:

- 2.1 describe the purpose of a career plan and detail the types of information it needs to contain
- 2.2 create a career plan for themselves following appropriate conventions regarding contents and layout

Unit 05 Job search skills (D/502/3577) (cont'd)**Learning outcome 3**

The learner will:

- 3 know how to assess their individual prospects against potential opportunities

The learner can:

- 3.1 create and present an appraisal of the job and/or training prospects available to them and their readiness to take advantage of any opportunities available. The appraisal addresses:
- their achievement and work experience to date
 - any further study or learning needed

Types of evidence

Evidence could include:

- examples of job vacancies from difference sources 1.1-1.3
- brochures or other material from support agencies 1.1-1.3
- specific job opportunity of interest 1.1-1.3
- career plan 2.1, 2.2
- presentation materials 3.1
- individual learning plans 3.1
- workbook 3.1.

Unit 06 Job application skills (H/502/3614)

Unit summary	This unit introduces learners to the sort of information needed for a job application, how to complete a straightforward job application form and write a covering letter. Unit content includes understanding the type of information usually requested in job application forms, presenting information appropriately for the audience and purpose, and basic guidelines for completing forms and formal letter writing.
Credit value	1
Guided learning hours	6
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 know the type of information usually asked for in job applications

The learner can:

- 1.1 identify the type of information usually requested in a straightforward job application
- 1.2 create a folder of the information they will need for a job application ensuring it is accurate and up to date

Learning outcome 2

The learner will:

- 2 understand how a straightforward job application form should be completed and accompanying letter written

The learner can:

- 2.1 complete a straightforward job application form accurately
- 2.2 write an accompanying letter and ready it to send to an appropriate person, showing they can:
 - select an appropriate format
 - address and date it appropriately
 - use an appropriate style of language
 - check the letter for mistakes and accuracy

Unit 06 Job application skills (H/502/3614) (cont'd)**Types of evidence**

Evidence could include:

- reflective account/diary 1.1,1.2
- workbook 1.1,1.2
- questioning 1.1,1.2
- folder of job application information 2.1, 2.2
- completed job application and covering letter 2.1, 2.2
- completed job application and covering letter 2.1, 2.2.

Unit 07 Presenting yourself for work (D/502/3594)

Unit summary	<p>This unit looks at the different ways learners might need to present themselves in a work-related context. It covers presenting yourself in person, presenting yourself on paper and electronically.</p> <p>The unit will look at how to present a curriculum vitae (CV), personal statements, diaries, etc and explore virtual identity and how people present themselves online.</p>
Credit value	2
Guided learning hours	12
Level	1
Mandatory/optional	Optional

Learning outcome 1

The learner will:

- 1 know how to create a CV

The learner can:

- 1.1 identify the main types of information shown in a curriculum vitae (CV)
- 1.2 generate content to use in creating a CV that covers the type of information needed in a straightforward CV
- 1.3 create a straightforward CV for themselves and present it in a suitable format

Learning outcome 2

The learner will:

- 2 understand and demonstrate how technology can be used for presenting themselves online

The learner can:

- 2.1 give 2 examples of using technology for presenting themselves online and when they might use them
- 2.2 create the content about themselves needed to present themselves online, presenting it in a suitable format

Unit 07 Presenting yourself for work (D/502/3594) (cont'd)**Learning outcome 3**

The learner will:

- 3 know how to present themselves in person

The learner can:

- 3.1 describe 3 important things to consider when presenting themselves in person
3.2 Present themselves appropriately in person in a work related situation each day for 3 consecutive days

Types of evidence

Evidence could include:

- CV with supporting notes or workbook 1.1-1.3
- workbook 2.1-3.2
- suitable content with annotations or supporting notes 2.1, 2.2
- projects or assignments 2.1, 2.2
- case studies 2.1, 2.2
- short response test 2.1-3.2
- observation 3.1, 3.2
- reflective account/diary 2.1-3.2
- annotated CVs 3.1, 3.2
- questioning 3.1, 3.2
- simulated activity 3.1, 3.2
- evidence from others (eg witness testimonies from manager or supervisor) 3.1, 3.2.

Section 3

Assessment and quality assurance

Assessment and quality assurance

How the qualification is assessed

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

The Level 1 Award in Graphic Design is internally assessed and externally quality assured.

All the evidence generated by the learner will be assessed against the standards expected of a Level 1 learner and against the assessment criteria for each learning outcome.

Internal assessment

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

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

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

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

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

- be accessible and lead to objective assessment judgements
 - permit and encourage authentic activities where the learner's own work can be clearly judged
 - refer to the 'Internal Assessment Tasks: Guidance for Centres' document on the NCFE website.
-

Supervision of learners and your role as an Assessor

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

Feedback to learners

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

Presenting evidence

Written

Written evidence 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

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 Quality Assurer.

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

To help our Quality Assurers 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 Quality Assurer can go straight to that spot on the tape/recording
- a running order list and a description of each learner
- information about where the performance/recorded evidence took place
- what type of audience they were performing to (if applicable).

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

We have set out an example used for a performance:

Test High School

Recorded evidence: starts 4 mins 30 seconds into the recording and finishes at 16 mins 27 seconds.

Venue: School hall

Audience: Assessors, parents and friends

Band 1:

Lead singer – Joe Bloggs (brown hair, front of stage)

Drummer – Tom Smith

Guitar 1 – Dan Brown (blonde hair, blue jumper)

Guitar 2 – Mark Jones (brown hair, left hand side)

Performance of XXX:

Lead male – John Smith

Lead female – Ann Jones

Choir:

Kay Bell (brown hair, back row 3rd from left)

Jane Pattison (blonde hair, back row 5th from left)

Michael Davies (brown hair, front row 3rd from right)

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

Quality Assurance

Internal quality assurance

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

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

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

External quality assurance

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

Section 4

Explanation of terms

Explanation of terms

This table explains how the terms used at Level 1 in the unit content are applied to this qualification (not all verbs are used in this qualification).

Define	Give the meaning of a word or phrase.
Demonstrate	Show an understanding of the subject.
Describe	Provide details about the subject or item.
Explain	Provide details about the subject with reasons showing how or why.
Give (examples of...)	Provide relevant examples to support the subject.
Identify	List or name the main points.
Indicate	Point out or show using words, illustrations or diagrams.
Locate	Find or identify.
List	Make a list of words, sentences or comments.
Outline	Identify or describe the main points.
Plan	Think about, organise and present information in a logical way. This could be presented as written information, a diagram or an illustration.
Show	Give information that includes clear knowledge about the subject.
State	Give the main points in brief, clear sentences.
Use	Take an item, resource or piece of information and link to the question or task.

Section 5

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 NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

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

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

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

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