



# Qualification specification

**NCFE Level 1/2 Technical Award in Graphic  
Design  
QN: 603/7011/7**

**Qualification summary**

<b>Qualification title</b>	NCFE Level 1/2 Technical Award in Graphic Design		
<b>Ofqual qualification number (QN)</b>	603/7011/7	<b>Aim reference</b>	60370117
<b>Guided learning hours (GLH)</b>	139	<b>Total qualification time (TQT)</b>	153
<b>Minimum age</b>	14		
<b>Qualification purpose</b>	<p>This qualification is part of a suite of technical award qualifications that have been developed to meet the Department for Education's (DfE's) requirements for high-quality, rigorous qualifications that:</p> <ul style="list-style-type: none"> <li>• have appropriate content for the learner to acquire core knowledge and practical skills</li> <li>• allow the qualification to be graded</li> <li>• provide synoptic assessment</li> <li>• enable progression to a range of study and employment opportunities</li> </ul>		
<b>Grading</b>	Level 1 pass/merit/distinction Level 2 pass/merit/distinction/distinction*		
<b>Assessment method</b>	Externally-set: non-exam assessment (NEA) and an examined assessment (EA)		
<b>Performance points</b>	Please check with the DfE for the most up-to-date information, should there be any changes		

## Contents

<b>Qualification summary</b>	<b>2</b>
<b>Section 1: introduction</b>	<b>4</b>
Aims and objectives	4
Support handbook	4
Entry guidance	4
Achieving this qualification	5
Progression	5
Staffing requirements	6
Resource requirements	6
Real work environment (RWE) requirement/recommendation	6
Work/industry placement experience	6
Purpose statement	7
How the qualification is assessed	9
Overall grading descriptors	14
Grading information	15
<b>Section 2: unit content and assessment guidance</b>	<b>16</b>
Content areas	18
Teaching content	19
1. Components of graphic design	19
2. Work of graphic designers	23
3. Requirements of a graphic design brief	25
4. Planning, development and experimentation	27
5. Graphic design production	30
6. Display, present and promote graphic design work	32
Teaching guidance	34
Synoptic connections	44
<b>Section 3: additional information</b>	<b>45</b>
School accountability measures (performance points)	45
Discounting	45
Qualification dates	45
Support materials	46
Reproduction of this document	46
Contact us	47

## Section 1: introduction

Please note this is a draft version of the qualification specification and is likely to be subject to change before the final version is produced for the launch of the qualification.

If you are using this qualification specification for planning purposes, please make sure that you are using the most recent version.

### Aims and objectives

This qualification aims to:

- focus on the study of the graphic design sector
- offer breadth and depth of study, incorporating a key core of knowledge
- provide opportunities to acquire a number of practical and technical skills

The objectives of this qualification are to provide and understanding of:

- components of graphic design
- work of graphic designers
- requirements of a graphic design brief
- planning, development and experimentation
- graphic design production
- displaying, presenting and promoting graphic design work

### Support handbook

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

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

### Entry guidance

This qualification is designed for learners aged 14–16 in schools and colleges, but is also accessible for post-16 learners.

It is a vocational qualification equivalent to GCSE grades 8.5–1.

There are no specific prior skills/knowledge a learner must have for this qualification.

Entry is at the discretion of the centre.

Centres are responsible for ensuring that all learners are capable of achieving the learning outcomes and complying with the relevant literacy, numeracy and health and safety requirements.

Learners registered on this qualification should not undertake another qualification at the same level, or with the same/a similar title, as duplication of learning may affect funding eligibility.

## Achieving this qualification

To be awarded this qualification, learners are required to successfully achieve all learning outcomes from the single graded mandatory unit.

<b>Qualification title</b>		NCFE Level 1/2 Technical Award in Graphic Design
<b>Qualification number (QN)</b>		603/7011/7
<b>Level</b>		Combined level 1/2
<b>Guided learning hours (GLH)</b> (Total GLH has been rounded up to the nearest hour)		139
<b>GLH breakdown</b>		<ul style="list-style-type: none"> <li>• 120 hours delivery</li> <li>• 1 hour 30 minutes examined assessment</li> <li>• 17 hours 30 minutes non-exam assessment</li> </ul>
<b>Non-exam assessment (NEA)</b>	Weighting (60%)	Externally-set, internally marked and externally moderated <ul style="list-style-type: none"> <li>• synoptic project</li> </ul>
<b>Examined assessment (EA)</b>	Weighting (40%)	Externally-set and externally marked <ul style="list-style-type: none"> <li>• written exam</li> </ul>
<b>Total</b>	100%	<b>Overall qualification grades:</b> L1P, L1M, L1D, L2P, L2M, L2D, L2D*

Please refer to the content area summaries in section 2 for further information.

To achieve this qualification, learners must successfully demonstrate their achievement of all learning outcomes of the units as detailed in this qualification specification.

## Progression

Depending on the grade the learner achieves in this qualification, they could progress to level 2 and level 3 qualifications and/or GCSE/A Levels.

Learners who achieve at level 1 might consider progression to level 2 qualifications post-16, such as:

- GCSE in Graphic Design and Technology
- level 2 certificate in creative media (graphic design)

Technical certificate qualifications provide post-16 learners with the knowledge and skills they need for skilled employment or for further technical study.

Learners who achieve at level 2 might consider progression to level 3 qualifications post-16, such as:

- level 3 national diploma or extended diploma in art and design practice (graphic design)
- level 3 art diploma or extended diploma in art and design (graphic design)
- A Level in Graphic Design (this will support progression to higher education)

Learners could also progress onto an apprenticeship. The understanding and skills gained through this qualification could be useful to progress onto an apprenticeship through a variety of occupations that are available within the sector.

### **Staffing requirements**

There are no additional staffing requirements for this qualification. See staffing requirements section in the support handbook.

### **Resource requirements**

Centres must ensure learners have access to suitable resources to enable them to cover all the appropriate learning outcomes.

The resources required to deliver this qualification are as follows:

- materials (for physical design activities)
- tools
- personal protective equipment (PPE)
- access to IT equipment (including printer and scanner)
- access to software packages appropriate to graphic design
- the ability to submit assessment evidence in the following acceptable file formats:
  - (JPG/JPEG)
  - (TIF/TIFF)
  - (PDF)

### **Real work environment (RWE) requirement/recommendation**

This is a knowledge-only qualification. Experience in the real work environment is not required.

### **Work/industry placement experience**

This is a knowledge-only qualification. Work/industry placement experience is not required.

## **Purpose statement**

### **Who is this qualification for?**

The Level 1/2 Technical Award in Graphic Design is designed for learners who want an introduction to graphic design that includes a vocational and project-based element. The qualification will appeal to learners who wish to pursue a career in the graphic design sector or progress onto further study.

The NCFE Level 1/2 Technical Award in Graphic Design (603/7011/7) complements GCSE qualifications. It is aimed at 14 to 16 year olds studying key stage 4 (KS4) curriculum who are interested in the graphic design sector. This qualification is designed to match the rigour and challenge of GCSE study. The qualification is graded at level 1 pass, merit, distinction and level 2 pass, merit, distinction and distinction\* (equivalent to GCSE grades 8.5 to 1). More information on grading can be found in section 2 of this qualification specification.

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

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

It is distinct from GCSE Graphic Design as it provides an opportunity for learners to gain an introduction to a wide range of themes. It encourages the learner to apply their knowledge and use practical tools across a range of areas within graphic design.

### **What will the learner study as part of this qualification?**

This qualification will promote the learner's understanding of:

- components of graphic design
- the work of graphic designers
- requirements of a graphic design brief
- planning, development and experimentation
- graphic design production
- displaying, presenting and promoting graphic design work

**What knowledge and skills will the learner develop as part of this qualification and how might these be of use and value in further studies?**

Learners will develop the following knowledge and skills:

- adapting their own ideas and responding to feedback
- evaluating their own work
- independent working
- working to deadlines
- presentation skills

Learners will develop the following skills which will inform future training and work in the graphic design sector:

- decision making
- observation
- resourcefulness
- problem solving
- planning
- evaluation
- reflection
- interpersonal skills
- professional behaviours
- respect and appreciation of others
- an ability to reflect upon their preferred learning style and identify relevant study skills

Successful completion of this qualification will enable learners to progress to level 2 or 3 qualifications in related subjects.

The knowledge and skills gained will provide a secure foundation for learners to progress into career opportunities in the graphic design sector and provide a valuable platform for further study.

**Which subjects will complement this course?**

The following GCSE subject areas will complement this qualification by further broadening the application of skills in the context of graphic design:

- design and technology
- art and design
- creative design

This list is not exhaustive, and a range of other subject areas may also be appropriate.



## 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 qualification has **2** assessments externally-set by NCFE: **one** non-exam assessment and **one** written examined assessment.

Non-exam assessment	
Assessment method	Description
Non-exam assessment	60% of the technical award
Externally-set	120 marks
Internally marked and externally moderated	The completion time for the non-exam assessment is 17 hours 30 minutes.  The non-exam assessment will assess the learner's ability to effectively draw together their knowledge, understanding and skills from across the whole vocational area. The non-exam assessment will target assessment objectives (AO) AO1, AO2, AO3, AO4 and AO5.
Non-exam assessment availability	The learner should not undertake the non-exam assessment until all content areas have been delivered. This is to ensure learners are in a position to complete the non-exam assessment successfully.  A different non-exam assessment brief will be released every December.

## Non-exam assessment

Non-exam assessment encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across the content areas.

Non-exam assessment enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across a range of units and learning outcomes that are being assessed.

The non-exam assessment is internally assessed work and should be completed by the learner in accordance with the qualification specification. Information on delivery guidance and assessment hours for the internal assessment will be available in the non-exam assessment brief. To support with this, we have also created a sample non-exam assessment brief, which is available on the qualification page under support materials. A representative number of assessment hours should be timetabled into the scheme of work. Internal assessment hours must be administered outside of scheduled teaching and learning hours and should be supervised and assessed by the teacher.

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

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

The internally assessed non-exam assessment component is based on coverage of the qualification content areas, which are assessed holistically against descriptors to achieve a grade.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks that 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.

<b>Examined assessment</b>	
<b>Assessment method</b>	<b>Description</b>
Examined assessment	40% of technical award
Externally-set	Written examination:
Written examination	<ul style="list-style-type: none"> <li>• 80 marks</li> <li>• 1 hour 30 minutes</li> <li>• a mixture of multiple choice, short answer, and extended response questions</li> </ul>
Externally marked	<p>The written examined assessment is a terminal assessment and will assess the learner's knowledge and understanding of all content areas and target assessment objectives AO1, AO2 and AO3.</p>
Examined assessment availability	<p>The examination date is expected to take place in May/June every year</p> <p>Please refer to the external assessment timetable available on the NCFE website.</p>

### **Examined assessment**

Examined assessments are set and marked by NCFE. The assessment assesses learners' knowledge and understanding of the content areas of this qualification. Centres must not assess, internally quality assure, or otherwise access or review any examined assessment materials or learner responses at any time and must adhere to the required exam regulations at all times.

The examined assessment is on a set date and time (invigilated). NCFE specifies the date and time that the examined assessment must be administered in the centre and also publishes in advance the dates on which external assessment results will be released.

A variety of assessment questions will be used, including multiple-choice, short-answer and extended response questions. This will enable learners to demonstrate their breadth of knowledge and understanding of the subject and ensure achievement at the appropriate level, including stretch and challenge. Questions will be written in plain English and in a way that is supportive and accessible to learners of all abilities.

As far as possible, real-world case studies and contexts that are relevant to the sector will be used. This is to engage and stimulate learners under examination conditions and to facilitate the drawing out of a wide range of knowledge and skills developed throughout their learning.

All questions will have available marks clearly identified. The examined assessment will be carefully constructed following a rigorous quality control process to ensure that the assessment is valid.

For further information including instructions for conducting an external assessment, centres must ensure they have read/are familiar with the regulations for the conduct of external assessment, and qualifications specific instructions for delivery documents available on the policies and documents page on the NCFE website.

The examined assessment material will be sent out in time for the start of the assessment. Assessment materials must be kept secure at all times in line with the requirement of the regulations for the conduct of external assessment.

You must return all examined assessment materials and partially or fully completed learner work to NCFE within one working day of the examined assessment taking place or the final timetabled supervised/invigilated session.

### **Rationale for synoptic assessment**

Synoptic assessment encourages the learner to combine elements of their learning and to show accumulated knowledge and understanding across units and/or learning outcomes.

Synoptic assessment enables the learner to show their ability to integrate and apply knowledge, understanding and skills with breadth and depth. It also requires them to demonstrate their capability to apply knowledge, understanding and skills across a range of units and learning outcomes that are being assessed.

### **Enquiries about results**

All enquiries relating to learners' results must be submitted in line with our enquiries and appeals about results and assessment decisions policy, which is available on the policies and documents page on the NCFE website.

### **External assessment conditions**

For more information on external assessment conditions, please see the regulations for the conduct of external assessments and qualification specific instructions for delivery on the policies & documents page on the NCFE website.

There is one assessment window during the year. Please refer to the external assessment timetable on the NCFE website for the specific date.

For instructions on conducting external assessments, please refer to our regulations for the conduct of external assessments and qualification specific instructions for delivery documents, available on the policies & documents page on the NCFE website.

### Assessment windows

For assessments sat in windows, the centre must enter learners to the specified window. This will be either a set date and time assessment or a window in which the assessment will be completed.

For qualifications with 'entry on registration', the centre will choose the assessment window at the point of registering the learner. The last date that we will accept learner work for a specified assessment window is by that assessment window's cut-off date.

**Please note: the 'cut-off date' is the last day that returned scripts will be accepted for the specified assessment window.**

On completing their work at the end of the assessment window, learners must sign the assessment declaration to authenticate the work produced as their own. Centres must ensure that all assessments are submitted for marking in accordance with the assessment windows.

### Scheme of assessment

The Level 1/2 Technical Award in Graphic Design qualification is made up of 2 component parts: an examined assessment (EA) and a non-exam assessment (NEA).

Assessments	Assessment time	% weighting	Raw marks	Scaling factor	Scaled marks*	Assessment conditions	Marking
Non-exam assessment (NEA)	17 hours 30 minutes	60%	120	1.000	120	Supervised	Internal, with external moderation
Examined assessment (EA)	1 hour 30 minutes	40%	80	1.000	80	Invigilated	External
<b>Assessment total</b>	<b>19 hours</b>	<b>100%</b>			200		

### Assessment objectives

The assessment of our technical awards is mapped against assessment objectives (AOs). These AOs provide a consistent framework for learners and are applied synoptically, allowing learners to show their knowledge, understanding and skills from across the full breadth and depth of the qualification.

The AOs that will be assessed against the content in our technical awards are:

<b>AO1</b>	<b>Recall knowledge and show understanding</b> The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
<b>AO2</b>	<b>Apply knowledge and understanding</b> The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
<b>AO3</b>	<b>Analyse and evaluate knowledge and understanding</b> The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.

<b>AO4</b>	<b>Demonstrate and apply relevant technical skills, techniques and processes</b> The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the appropriate processes, tools and techniques.
<b>AO5</b>	<b>Analyse and evaluate the demonstration of relevant technical skills, techniques and processes</b> The emphasis here is for learners to analyse and evaluate the essential technical skills, processes, tools and techniques relevant to the vocational sector.

### Assessment objective weightings

The table below shows the approximate weightings for each of the AOs in the technical award assessments.

<b>AOs</b>	<b>Non-exam assessment (%)</b>	<b>Examined assessment (%)</b>	<b>Overall weighting (%)</b>
AO1	13.3%	40–45%	26.665–29.165%
AO2	20%	35–40%	27.5–30%
AO3	6.67%	20–25%	13.33–15.83%
AO4	36.67%	N/A	18.335%
AO5	23.33%	N/A	11.665%
<b>Overall weighting of assessments</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>

The purpose of the qualification means that it is necessary to assess understanding through 2 means of assessment, an internal non-exam assessment (NEA) and an external examined assessment (EA). The variance in assessment methods used allows for a range of knowledge, understanding and skills to be assessed using the most fit-for-purpose method.

### Non-exam assessment

Refer to the mark scheme for the current non-exam assessment where you will find the information required to mark the non-exam assessment tasks and their descriptors.

Centres will mark the non-exam assessment, and this will then be submitted to NCFE for moderation.

### Examined assessment

The examined assessment will be submitted to NCFE for marking to calculate the overall grades for learners.

## Overall grading descriptors

### To achieve a level 2 distinction learners will be able to:

- recall and apply highly relevant knowledge and understanding in an excellent and highly comprehensive manner regarding graphic design processes, procedures, techniques and factors that influence the development of graphic design solutions
- critically analyse and evaluate, to make excellent reasoned judgements and reach conclusions regarding the application of processes, procedures and techniques used in realising a finished graphic design solution
- effectively demonstrate essential vocational skills, processes, working practices and documentation relevant to the sector. When assessing holistic development against deadlines (when using the planning cycle, planning, and creating and completing procedures) learners should demonstrate the use of highly relevant and effective processes, procedures, and development activities
- critically analyse and evaluate their own demonstration of relevant vocational skills, processes, working practices and documentation relevant to the sector when reflecting on the effectiveness of processes, procedures, and techniques that they have used in realising a graphic design solution in an excellent and highly comprehensive manner

### To achieve a level 2 pass learners will be able to:

- recall and apply mostly relevant knowledge and understanding in a good and mostly detailed manner regarding graphic design processes, procedures, techniques and factors that influence the development of graphic design solutions
- analyse and evaluate, to make good and mostly reasoned judgements and reach conclusions regarding the application of processes, procedures and techniques used in realising a finished graphic design solution
- effectively demonstrate essential vocational skills, processes, working practices and documentation relevant to the sector. When assessing holistic development against deadlines (when using the planning cycle, planning, and creating and completing procedures) learners should demonstrate the use of highly relevant and effective processes, procedures, and development activities
- analyse and evaluate their own demonstration of relevant vocational skills; processes, working practices and documentation relevant to the sector when reflecting on the effectiveness of processes, procedures, and techniques that they have used in realising a graphic design solution in a good and mostly detailed manner

### To achieve a level 1 pass learners will be able to:

- recall and apply some knowledge and understanding, in a reasonable manner that has some relevance and some detail of graphic design processes, procedures, techniques and factors that influence the development of graphic design solutions
- analyse and evaluate, in a reasonable manner, to make some judgements and reach straightforward conclusions regarding the application of processes, procedures and techniques used in realising a finished graphic design solution
- effectively demonstrate essential vocational skills, processes, working practices and documentation relevant to the sector. When assessing holistic development against deadlines (when using the planning cycle, planning, and creating and completing procedures) learners should demonstrate the use of highly relevant and effective processes, procedures and development activities
- analyse and evaluate their own demonstration of relevant vocational skills; processes, working practices and documentation, when reflecting on the effectiveness of processes, procedures, and

techniques that they have used in realising a graphic design solution, and is completed in a reasonable, straightforward manner, with some detail

### Grading information

The following grades are available for the qualification; level 2 distinction\*, level 2 distinction, level 2 merit, level 2 pass, level 1 distinction, level 1 merit and level 1 pass.

The qualification is linear, meaning both assessments must be taken in the same assessment series and cannot be combined across different assessment series. After all assessment is complete, the marks for each assessment are combined to give a final mark for each learner. Where raw marks do not reflect the required weighting of the assessment, a scaling factor is applied to the raw mark prior to aggregation.

Scaling factors can be found in the table below.

Assessment	Maximum raw mark	Weighting	Scaling factor	Maximum scaled mark
Non-exam assessment	120 marks	60%	1.000	120
Examined assessment	80 marks	40%	1.000	80
<b>Total</b>				<b>200</b>

For each series, grade boundaries are set by NCFE using a variety of statistical and judgemental evidence. Each learner's overall grade is determined by comparing their combined final mark with the grade boundaries for that series.

Where a learner achieves insufficient marks across the 2 assessments in the series to achieve a level 1 pass they will be awarded an unclassified (U) result.

## **Section 2: unit content and assessment guidance**

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

Information in the teaching content section must be covered by the teacher during the delivery of the content areas and should be considered as mandatory teaching content.

The verb 'understand' encompasses both 'knowledge' and 'understanding' within the content areas of this qualification. Each content area will read 'The learner will understand'.

To make cross-referencing assessment and quality assurance easier, we have used a sequential numbering system in this document for each content area. The numbering system used refers to a content area, subject topic, and teaching content (for example, 1.1.1 refers to the content area (first number 1), the subject topic within that learning content (second number 1.1) and the teaching content within the subject topic (third number 1.1.1)). This will support signposting feedback and tracking.

Anything within the teaching guidance is advisory and optional and is intended to provide useful advice and guidance to support delivery of the teaching content.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all content areas are covered.

Whilst studying the qualification, learners should reflect on the importance of knowing and developing their preferred learning style. They should also be able to identify a range of individual study skills they can use in order to study effectively.

For further information or guidance about this qualification, please contact our customer support team.



**Content areas**

This qualification consists of one unit with multiple content areas.

The regulated unit title is 'Understanding graphic design'.

The regulated unit number for the qualification content is H/618/6063.

<b>Content area number</b>	<b>Content area title</b>	<b>Suggested GLH</b>
Content area 1	Components of graphic design	30
Content area 2	Work of graphic designers	10
Content area 3	Requirements of a graphic design brief	15
Content area 4	Planning, development and experimentation	30
Content area 5	Graphic design production	20
Content area 6	Design, present and promote graphic design work	15

**Content areas**

<b>Content areas</b>
<p><b>1. Components of graphic design</b></p> <p>1.1 Components:</p> <p>1.1.1 Line</p> <p>1.1.2 Colour</p> <p>1.1.3 Tone</p> <p>1.1.4 Composition</p> <p>1.1.5 Typography</p> <p>1.1.6 Imagery</p> <p>1.2 Visual language of graphic design</p> <p>1.3 Graphic design principles</p>
<p><b>2. Work of graphic designers</b></p> <p>2.1 Types of graphic design work</p> <p>2.2 Employment opportunities in graphic design</p>
<p><b>3. Requirements of a graphic design brief</b></p> <p>3.1 Types of graphic design briefs</p> <p>3.2 Graphic design brief requirements</p> <p>3.3 Design constraints</p>
<p><b>4. Planning, development and experimentation</b></p> <p>4.1 Planning and development processes</p> <p>4.1.1 Stages of the development process</p> <p>4.1.2 Techniques, components and properties</p> <p>4.2 Experimenting with tools, materials and techniques</p> <p>4.2.1 Components of graphic design</p> <p>4.2.2 Tools</p> <p>4.2.3 Materials</p> <p>4.2.4 Techniques</p> <p>4.3 Ongoing review</p>
<p><b>5. Graphic design production</b></p> <p>5.1 Digital technical skills</p> <p>5.2 Effective use of resources</p> <p>5.3 Summative evaluation</p>
<p><b>6. Display, present and promote graphic design</b></p> <p>6.1 The purpose of displaying, presenting and promoting graphic design work</p> <p>6.2 Ways to display, present and promote graphic design work</p> <p>6.3 Self-promotion</p> <p>6.4 Considerations when displaying, presenting and promoting work</p>

## Teaching content

Information in this section must be covered by the teacher during the delivery of this qualification.

### 1. Components of graphic design

<b>1.1</b>	<b>Components</b>
	<p>The learner will understand the fundamental aspects of graphic design components:</p> <ul style="list-style-type: none"> <li>• line</li> <li>• colour</li> <li>• tone</li> <li>• composition</li> <li>• typography</li> <li>• imagery</li> </ul>
<b>1.1.1</b>	<b>Line</b>
	<p>The learner will understand line in graphic design:</p> <ul style="list-style-type: none"> <li>• to create expression: <ul style="list-style-type: none"> <li>○ colour</li> <li>○ number of lines</li> <li>○ line thickness</li> <li>○ spacing</li> <li>○ angles of line: <ul style="list-style-type: none"> <li>▪ including curved lines</li> </ul> </li> <li>○ borders</li> </ul> </li> <li>• to create emphasis: <ul style="list-style-type: none"> <li>○ colour</li> <li>○ number of lines</li> <li>○ line thickness</li> <li>○ spacing</li> <li>○ angles of line</li> <li>○ borders</li> </ul> </li> <li>• to define space</li> </ul>
<b>1.1.2</b>	<b>Colour</b>
	<p>The learner will understand the principles of colour in graphic design:</p> <ul style="list-style-type: none"> <li>• colour: <ul style="list-style-type: none"> <li>○ monochromatic</li> <li>○ harmonious</li> <li>○ saturation values</li> </ul> </li> <li>• colour schemes: <ul style="list-style-type: none"> <li>○ triadic</li> <li>○ tetradic</li> <li>○ analogous</li> </ul> </li> <li>• colour theory: <ul style="list-style-type: none"> <li>○ primary</li> <li>○ secondary</li> <li>○ tertiary</li> <li>○ complementary</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• colour association: <ul style="list-style-type: none"> <li>○ mood</li> <li>○ emotions</li> <li>○ psychology of colour</li> </ul> </li> </ul>
<b>1.1.3</b>	<b>Tone</b>
	<p>The learner will understand tone in graphic design:</p> <ul style="list-style-type: none"> <li>• tone gradients: <ul style="list-style-type: none"> <li>○ linear</li> <li>○ radial</li> </ul> </li> <li>• tone to provide contrast</li> <li>• tone to create definition</li> <li>• tone to create shape</li> <li>• tone to create depth</li> <li>• processes: <ul style="list-style-type: none"> <li>○ hatching</li> <li>○ cross hatching</li> <li>○ shading</li> <li>○ gradient fills</li> <li>○ stippling</li> </ul> </li> </ul>
<b>1.1.4</b>	<b>Composition</b>
	<p>The learner will understand composition in graphic design:</p> <ul style="list-style-type: none"> <li>• the relationship between shape and space</li> <li>• the rules of: <ul style="list-style-type: none"> <li>○ proximity</li> <li>○ white space</li> <li>○ hierarchy</li> <li>○ repetition</li> <li>○ alignment</li> </ul> </li> <li>• placement</li> <li>• flow</li> <li>• the relationship between typography, image and space within graphic design</li> <li>• pattern: <ul style="list-style-type: none"> <li>○ sequence</li> <li>○ direction</li> </ul> </li> <li>• contrast: <ul style="list-style-type: none"> <li>○ emphasis</li> <li>○ similarity</li> <li>○ isolation</li> <li>○ inclusion</li> <li>○ colour</li> <li>○ shape</li> </ul> </li> <li>• scale: <ul style="list-style-type: none"> <li>○ relative size</li> <li>○ relative area</li> <li>○ ratio</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• unity: <ul style="list-style-type: none"> <li>○ grids</li> <li>○ connecting lines or shapes</li> <li>○ colour scheme</li> <li>○ text with image or shape</li> </ul> </li> </ul>
<b>1.1.5</b>	<b>Typography</b>
	<p>The learner will understand typography in graphic design:</p> <ul style="list-style-type: none"> <li>• characteristics of fonts: <ul style="list-style-type: none"> <li>○ serif</li> <li>○ sans serif</li> <li>○ hierarchy</li> <li>○ leading</li> <li>○ tracking</li> <li>○ kerning</li> </ul> </li> <li>• font styles: <ul style="list-style-type: none"> <li>○ display</li> <li>○ modern</li> <li>○ traditional</li> </ul> </li> <li>• the characteristics of individually designed letterforms: <ul style="list-style-type: none"> <li>○ shape</li> <li>○ pattern</li> <li>○ colour</li> <li>○ imagery</li> </ul> </li> <li>• opposites attract rule</li> </ul>
<b>1.1.6</b>	<b>Imagery</b>
	<p>The learner will understand imagery in graphic design:</p> <ul style="list-style-type: none"> <li>• digital: <ul style="list-style-type: none"> <li>○ vector</li> <li>○ pixel</li> <li>○ photography</li> <li>○ cartoon</li> <li>○ illustration</li> </ul> </li> <li>• handmade/freehand: <ul style="list-style-type: none"> <li>○ illustration</li> <li>○ stencil</li> <li>○ cartoon</li> <li>○ sketch</li> <li>○ lino print</li> <li>○ monoprint</li> </ul> </li> <li>• infographics: <ul style="list-style-type: none"> <li>○ symbols</li> <li>○ shape</li> </ul> </li> <li>• to create meaning</li> <li>• to link image and text</li> <li>• to communicate: <ul style="list-style-type: none"> <li>○ message</li> <li>○ idea</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• image manipulation: <ul style="list-style-type: none"> <li>○ cropping</li> <li>○ recolouring</li> <li>○ reshaping</li> </ul> </li> </ul>
<b>1.2</b>	<b>Visual language of graphic design</b>
	<p>The learner will understand visual language of graphic design:</p> <ul style="list-style-type: none"> <li>• communication: <ul style="list-style-type: none"> <li>○ capture attention</li> <li>○ appeal to intended audience</li> <li>○ meaning</li> <li>○ message</li> <li>○ ideas</li> <li>○ reaction</li> <li>○ emotion</li> </ul> </li> <li>• aesthetics: <ul style="list-style-type: none"> <li>○ shapes</li> <li>○ textures</li> <li>○ patterns</li> <li>○ colour</li> </ul> </li> <li>• context: <ul style="list-style-type: none"> <li>○ contextual factors: <ul style="list-style-type: none"> <li>▪ personal</li> <li>▪ social</li> <li>▪ cultural</li> <li>▪ economic</li> <li>▪ political</li> </ul> </li> </ul> </li> </ul>
<b>1.3</b>	<b>Graphic design principles</b>
	<p>The learner will understand the fundamental aspects of graphic design principles used to create a design:</p> <ul style="list-style-type: none"> <li>• hierarchy – the way in which certain elements of a design are given prominence over another: <ul style="list-style-type: none"> <li>○ dominance</li> <li>○ priority</li> </ul> </li> <li>• alignment – the way in which text and other design elements are placed on a page to create an ordered appearance with visual connections</li> <li>• balance – the way in which design elements are presented throughout a design layout: <ul style="list-style-type: none"> <li>○ symmetrical</li> <li>○ asymmetrical</li> <li>○ radical</li> </ul> </li> <li>• contrast – the way in which design elements are placed in opposition with each other: <ul style="list-style-type: none"> <li>○ dark and light</li> <li>○ thick and thin</li> <li>○ large and small</li> <li>○ traditional and contemporary</li> </ul> </li> <li>• rhythm – the way in which elements within a design are repeated: <ul style="list-style-type: none"> <li>○ fluid</li> <li>○ progressive</li> </ul> </li> <li>• proximity – the way in which certain elements of a design are given prominence over another</li> </ul>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• colour and space – considering the choice of colour selection for the text and background in a design and the space left between the design elements</li> </ul> |
|--|--|

## 2. Work of graphic designers

2.1	Types of graphic design work
	<p>The learner will understand a range of graphic design work and their associated features:</p> <ul style="list-style-type: none"> <li>• visual identity: <ul style="list-style-type: none"> <li>○ logo</li> <li>○ brand identity</li> <li>○ style guides</li> </ul> </li> <li>• packaging design for: <ul style="list-style-type: none"> <li>○ food</li> <li>○ drinks</li> <li>○ storage</li> <li>○ products</li> </ul> </li> <li>• marketing and advertising: <ul style="list-style-type: none"> <li>○ leaflets and flyers</li> <li>○ magazine and newspaper advertisements</li> <li>○ posters, banners, billboards</li> <li>○ infographics</li> <li>○ vehicle wraps</li> <li>○ brochures</li> <li>○ in-store signage and point of sale</li> </ul> </li> <li>• layout and print (publication): <ul style="list-style-type: none"> <li>○ magazines</li> <li>○ newspapers</li> <li>○ catalogues</li> <li>○ cover artwork: <ul style="list-style-type: none"> <li>▪ music albums</li> <li>▪ books</li> </ul> </li> </ul> </li> <li>• environmental: <ul style="list-style-type: none"> <li>○ exhibitions</li> <li>○ murals</li> <li>○ event and conference space</li> <li>○ museum display</li> <li>○ special events: <ul style="list-style-type: none"> <li>▪ launch events</li> <li>▪ celebrations</li> <li>▪ fayres</li> <li>▪ retail space</li> </ul> </li> </ul> </li> <li>• illustration: <ul style="list-style-type: none"> <li>○ graphic novels</li> <li>○ comic strips</li> <li>○ websites</li> <li>○ album and book covers</li> <li>○ infographics</li> <li>○ technical illustrations</li> <li>○ fashion and textiles</li> <li>○ video games</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• typography: <ul style="list-style-type: none"> <li>○ kerning</li> <li>○ leading</li> <li>○ typeface</li> <li>○ size</li> <li>○ tracking</li> <li>○ serif</li> <li>○ sans serif</li> </ul> </li> </ul>
<b>2.2</b>	<b>Employment opportunities in graphic design</b>
	<p>The learner will understand the following employment opportunities:</p> <ul style="list-style-type: none"> <li>• graphic designer</li> <li>• artworker</li> <li>• creative director</li> <li>• advertising art director</li> <li>• animator</li> <li>• illustrator</li> <li>• concept artist</li> </ul> <p>Within the graphic design industry:</p> <ul style="list-style-type: none"> <li>• graphic design agencies</li> <li>• freelance graphic designer</li> <li>• in-house graphic designer</li> </ul> <p>In the following sectors:</p> <ul style="list-style-type: none"> <li>• visual identity</li> <li>• packaging design</li> <li>• marketing and advertising</li> <li>• layout and print (publication)</li> <li>• environmental design</li> <li>• illustration</li> <li>• typography</li> </ul>



### 3. Requirements of a graphic design brief

<b>3.1</b>	<b>Types of graphic design briefs</b>
	<p>The learner will understand the different types of graphic design briefs:</p> <ul style="list-style-type: none"> <li>• commercial</li> <li>• competition</li> <li>• collaborative</li> <li>• online only</li> <li>• open call</li> </ul>
<b>3.2</b>	<b>Graphic design brief requirements</b>
	<p>The learner will understand the requirements of a graphic design brief:</p> <ul style="list-style-type: none"> <li>• different clients: <ul style="list-style-type: none"> <li>○ corporate</li> <li>○ public sector</li> <li>○ independent</li> </ul> </li> <li>• the client's design requirements: <ul style="list-style-type: none"> <li>○ purpose</li> </ul> </li> <li>• research and analysis: <ul style="list-style-type: none"> <li>○ design trends</li> <li>○ target market</li> <li>○ competitor research</li> </ul> </li> <li>• copyright considerations: <ul style="list-style-type: none"> <li>○ images: <ul style="list-style-type: none"> <li>▪ use of stock images</li> <li>▪ licensing</li> </ul> </li> <li>○ text: <ul style="list-style-type: none"> <li>▪ content</li> <li>▪ typography</li> </ul> </li> </ul> </li> <li>• target audience: <ul style="list-style-type: none"> <li>○ primary</li> <li>○ secondary</li> <li>○ demographic</li> </ul> </li> <li>• contextual factors: <ul style="list-style-type: none"> <li>○ personal</li> <li>○ social</li> <li>○ cultural</li> <li>○ economic</li> <li>○ political</li> </ul> </li> </ul>
<b>3.3</b>	<b>Design constraints</b>
	<p>The learner will understand constraints in producing a graphic design:</p> <ul style="list-style-type: none"> <li>• design components to produce the design: <ul style="list-style-type: none"> <li>○ line</li> <li>○ colour</li> <li>○ tone</li> <li>○ composition</li> <li>○ typography: <ul style="list-style-type: none"> <li>▪ copyright considerations</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>○ imagery:<ul style="list-style-type: none"><li>▪ copyright considerations</li></ul></li><li>• expected timescales of work/tasks:<ul style="list-style-type: none"><li>○ collecting information</li><li>○ research</li><li>○ planning</li><li>○ building design concepts</li><li>○ production and completion</li></ul></li><li>• resources needed:<ul style="list-style-type: none"><li>○ materials</li><li>○ tools</li><li>○ computer</li><li>○ appropriate software</li><li>○ appropriate hardware</li></ul></li></ul>
--	--

DRAFT

#### 4. Planning, development and experimentation

<b>4.1</b>	<b>Planning and development processes</b>
	The learner will understand development processes in realising graphic design ideas.
<b>4.1.1</b>	<b>Stages of the development process</b>
	<p>The learner will understand the stages of the development process:</p> <ul style="list-style-type: none"> <li>• planning: <ul style="list-style-type: none"> <li>○ mind maps</li> <li>○ first sketches</li> <li>○ experimentation</li> <li>○ drafts</li> <li>○ research</li> </ul> </li> <li>• design development: <ul style="list-style-type: none"> <li>○ refinement of first sketches</li> <li>○ refinement of experimentation</li> <li>○ final idea</li> </ul> </li> </ul>
<b>4.1.2</b>	<b>Techniques, components and properties</b>
	<p>The learner will understand techniques, components and properties when planning graphic design work:</p> <ul style="list-style-type: none"> <li>• planning: <ul style="list-style-type: none"> <li>○ layout sketches</li> </ul> </li> <li>• design principles: <ul style="list-style-type: none"> <li>○ hierarchy</li> <li>○ alignment</li> <li>○ balance</li> <li>○ contrast</li> <li>○ repetition</li> <li>○ proximity</li> <li>○ positive and negative space</li> </ul> </li> <li>• techniques: <ul style="list-style-type: none"> <li>○ colour mixing</li> <li>○ sketching</li> <li>○ gradients</li> <li>○ digital image manipulation/creation</li> <li>○ digital illustration</li> <li>○ photography</li> <li>○ stencil</li> <li>○ free hand drawing: <ul style="list-style-type: none"> <li>▪ digital</li> <li>▪ hand-drawn</li> </ul> </li> <li>○ scanning</li> <li>○ collage</li> </ul> </li> <li>• creating the components of the design: <ul style="list-style-type: none"> <li>○ line</li> <li>○ colour</li> <li>○ tone</li> <li>○ composition</li> <li>○ typography</li> <li>○ imagery</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• properties: <ul style="list-style-type: none"> <li>○ colour scheme</li> <li>○ size</li> </ul> </li> </ul>
<b>4.2</b>	<b>Experimenting with tools, materials and techniques</b>
	The learner will understand experimental application of tools, materials, and techniques to create the components of graphic design.
<b>4.2.1</b>	<b>Components of graphic design</b>
	<p>The learner will understand experimental application of tools, materials and techniques in relation to the components of graphic design:</p> <ul style="list-style-type: none"> <li>• line</li> <li>• colour</li> <li>• tone</li> <li>• composition</li> <li>• typography</li> <li>• imagery</li> </ul>
<b>4.2.2</b>	<b>Tools</b>
	<p>The learner will understand experimental application of tools in graphic design:</p> <ul style="list-style-type: none"> <li>• pens</li> <li>• brushes</li> <li>• pencils</li> <li>• tablet</li> <li>• scanner or scanner apps</li> <li>• software applications</li> <li>• camera</li> <li>• computer</li> </ul>
<b>4.2.3</b>	<b>Materials</b>
	<p>The learner will understand experimental application of materials in graphic design:</p> <ul style="list-style-type: none"> <li>• paints</li> <li>• inks</li> <li>• paper</li> <li>• marker pens</li> <li>• charcoal</li> <li>• card</li> <li>• acetate</li> </ul>
<b>4.2.4</b>	<b>Techniques</b>
	<p>The learner will understand experimental application of techniques in graphic design:</p> <ul style="list-style-type: none"> <li>• colour mixing</li> <li>• sketching</li> <li>• gradients</li> <li>• contrast</li> <li>• alignment</li> <li>• digital image manipulation</li> <li>• digital illustration</li> <li>• photography</li> <li>• mono print</li> </ul>

	<ul style="list-style-type: none"><li>• lino print</li><li>• stencil</li><li>• freehand drawing:<ul style="list-style-type: none"><li>○ digital</li><li>○ hand-drawn</li></ul></li><li>• scanning</li><li>• collage</li></ul>
<b>4.3</b>	<b>Ongoing review</b>
	<p>The learner will understand the considerations for ongoing review:</p> <ul style="list-style-type: none"><li>• client requirements</li><li>• communication of ideas</li><li>• appropriateness for target audience</li><li>• potential problems and solutions:<ul style="list-style-type: none"><li>○ time</li><li>○ resources</li><li>○ skills</li></ul></li><li>• effective use of resources</li></ul>

## 5. Graphic design production

<b>5.1</b>	<b>Digital technical skills</b>
	<p>The learner will understand digital technical skills in graphic design:</p> <ul style="list-style-type: none"> <li>• digital image creation and manipulation: <ul style="list-style-type: none"> <li>○ vector-based software</li> <li>○ pixel-based software</li> <li>○ file type: <ul style="list-style-type: none"> <li>▪ JPEG</li> <li>▪ TIFF</li> <li>▪ PDF</li> <li>▪ GIF</li> <li>▪ PNG</li> <li>▪ EPS</li> <li>▪ RAW</li> </ul> </li> </ul> </li> <li>• digital image correction: <ul style="list-style-type: none"> <li>○ colour balance</li> <li>○ saturation</li> <li>○ colour cast</li> <li>○ contrast</li> <li>○ cropping</li> <li>○ rotation</li> <li>○ mode: <ul style="list-style-type: none"> <li>▪ greyscale</li> <li>▪ red, green, blue (RGB)</li> <li>▪ cyan, magenta, yellow, black (CMYK)</li> </ul> </li> </ul> </li> <li>• scan and print: <ul style="list-style-type: none"> <li>○ scan resolution</li> <li>○ on-screen resolution</li> <li>○ print resolution</li> <li>○ print size</li> </ul> </li> </ul>
<b>5.2</b>	<b>Effective use of resources</b>
	<p>The learner will understand the effective use of resources in graphic design:</p> <ul style="list-style-type: none"> <li>• planning a graphic design project</li> <li>• client requirements</li> <li>• considering the most efficient use of methods and processes</li> <li>• anticipating difficulties: <ul style="list-style-type: none"> <li>○ availability of supplies</li> <li>○ working to deadlines</li> </ul> </li> <li>• avoiding waste: <ul style="list-style-type: none"> <li>○ volume of materials</li> <li>○ ink</li> <li>○ recycling</li> <li>○ reusable eco-friendly alternatives</li> </ul> </li> <li>• cost effective</li> </ul>

<b>5.3</b>	<b>Summative evaluation</b>
	<p>The learner will understand components for consideration in the summative evaluation of graphic design work:</p> <ul style="list-style-type: none"><li>• meeting the needs of the client</li><li>• communication of ideas</li><li>• appropriateness for target audience</li><li>• identify improvements</li><li>• identify successes with the design</li></ul>

DRAFT

## 6. Display, present and promote graphic design work

<b>6.1</b>	<b>The purpose of displaying, presenting and promoting graphic design work</b>
	<p>The learner will understand the purpose of displaying, presenting and promoting work:</p> <ul style="list-style-type: none"> <li>• enhance design profile</li> <li>• showcase work</li> <li>• attract new clients</li> <li>• enhance employment opportunities</li> </ul>
<b>6.2</b>	<b>Ways to display, present and promote graphic design work</b>
	<p>The learner will understand digital and physical methods of displaying, presenting and promoting graphic design work:</p> <ul style="list-style-type: none"> <li>• digital:             <ul style="list-style-type: none"> <li>○ website</li> <li>○ social media</li> <li>○ static</li> <li>○ interactive</li> <li>○ vlog or blog</li> <li>○ showreel</li> <li>○ pitching</li> </ul> </li> <li>• physical:             <ul style="list-style-type: none"> <li>○ presentation folder</li> <li>○ exhibition</li> <li>○ design sheets</li> <li>○ design presentation boards</li> <li>○ book</li> <li>○ pitching</li> </ul> </li> </ul>
<b>6.3</b>	<b>Self-promotion</b>
	<p>The learner will understand self-promotion in the graphic design industry:</p> <ul style="list-style-type: none"> <li>• self-promotion:             <ul style="list-style-type: none"> <li>○ CV</li> <li>○ online presence:                 <ul style="list-style-type: none"> <li>▪ social media</li> <li>▪ websites</li> <li>▪ blogs</li> </ul> </li> <li>○ networking:                 <ul style="list-style-type: none"> <li>▪ online</li> <li>▪ face to face</li> <li>▪ business cards</li> </ul> </li> </ul> </li> </ul>



6.4	<b>Considerations when displaying, presenting and promoting work</b>
	<p>The learner will understand the components to consider when displaying, presenting and promoting graphic design work:</p> <ul style="list-style-type: none"><li>• different clients:<ul style="list-style-type: none"><li>○ corporate</li><li>○ public sector</li><li>○ independent</li></ul></li><li>• a client's individual needs</li><li>• communication of ideas</li><li>• appropriateness for target audience</li></ul>

## Teaching guidance

In this section, we provide some useful advice and guidance to support the delivery of the teaching content.

Website links are provided as sources of potentially useful information for delivery/learning of this subject area. NCFE does not explicitly endorse any learning resources available on these websites. For official NCFE endorsed learning resources, please see the additional and teaching materials sections on the qualification page on the NCFE website.

### 1. Teaching guidance – components of graphic design

It is recommended that the elements of this content area are delivered together at the start of the programme. It is also recommended that this section is delivered separately to other sections as this section focuses on learners being introduced to the fundamentals of graphic design and allows learners to undertake independent experiment using appropriate physical and digital techniques. Content could be formatively assessed using one or more internal assessment tasks or a mock assignment, such as a mini brief, in preparation for the synoptic assessment.

#### 1.1 Components (line, colour, tone, composition, typography, imagery)

This should be an exciting start to the subject and use visual (physical and digital) examples to illustrate the range of components used in graphic design disciplines. Note that graphic design disciplines are covered in more detail in section 2 (2.1).

Lessons could be teacher-led to explain the components used for a range of examples across disciplines (illustration, packaging, and signage). Learners could then undertake investigations of additional examples in small groups using teacher prompts and one learner could present their findings to the class. All components and how they interlink should be covered in the group tasks.

There should be further opportunity for learners to experiment applying this knowledge using physical and digital techniques and recording this activity with annotations or notes.

#### 1.2 Visual language of graphic design

This content should follow on from 1.1 Components, however, it should focus and introduce the factors of visual language and the subject terminology: communication, aesthetics, and context.

This should be an exciting start to the subject and use visual (physical and digital) examples to illustrate the key factors of visual language. Examples of good and weak graphic design should be used to illustrate the key factors and meaning. Varied examples of graphic design across eras should also be used to illustrate the wide range of what design is in context (such as signage, advertisement, packaging, print and digital). Key features and designers over time should be visually illustrated, including the contextual factors of that era.

There should be further opportunity for learners to experiment with applying this knowledge using physical and digital techniques and recording this activity with annotations or notes.

#### 1.3 Graphic design principles

This content should follow on from 1.2 Visual language, however, it should focus and introduce the fundamental aspects of graphic design principles and the subject terminology: hierarchy, alignment,

**1. Teaching guidance – components of graphic design**

balance, contrast, rhythm, proximity, colour and space.

This should be an exciting start to the subject and use visual (physical and digital) examples to illustrate what design is; teachers could use examples of graphic design in everyday life (for example, architecture, signage, clothing and the internet) and discuss/revisit what is considered to be 'good' and 'weak' design', reintroducing terminology such as communication, aesthetics and contextual factors.

Learners could then be encouraged to think about what discipline they would like to work in, considering available resources, skillsets and intended outcomes, in preparation for the next section (work of graphic designers).

**Resources:**

- lesson plans
- lesson resources (presentation slides, handouts)
- internet access
- lesson evaluation

## **2. Teaching guidance – work of graphic designers**

It is recommended that the 2 elements of this content area are delivered together at the start of the programme. It is also recommended that this section is delivered after section 1. The content could be formatively assessed using one or more internal assessment tasks or a mock assignment in preparation for the synoptic assessment.

It is important that learners are given the opportunity to explore the work of a diverse range of graphic designers in the following areas:

- illustration
- advertising graphics
- branding and corporate identity
- packaging graphics
- typography
- digital design
- communication graphics

It would be useful to deliver research skills in this content area. Learners could be introduced to different types of primary and secondary research. They could be given different graphic designers and/or eras to research in groups or pairs using the most appropriate research methods and record their findings. They could present their findings to the class.

### **2.1 Types of graphic design work**

This should be an inspirational introduction to the range of different disciplines and types of graphic design work. The full range of types of graphic design work (visual identity, packaging design, marketing and advertising, publication, environmental, illustration and typography) must be covered.

Learners could be introduced to the different disciplines using visual sources, this could also include video footage of design practitioners and showcases of designers' work. Where possible this could also be delivered using guest speakers. Learners could then be encouraged to think about what discipline they would like to work in, considering available resources, skillsets and intended outcomes.

### **2.2 Employment opportunities in graphic design**

This content area ensures learners understand employment opportunities within the graphic design industry. All content must be delivered in the teaching and learning stages to cover industry sectors and job roles, different types of contracts and opportunities for upskilling.

It is important for learners to understand that not every job role will be relevant to every sector and discipline. Teachers could deliver a series of formal lessons to explain the different sectors that learners could work in based on their knowledge and skills in design production and then request learners undertake some group research into the different job roles across the sectors. This could then lead to an individual case study of a given scenario for learners to identify the types of jobs currently available as well as the qualifications and skills they may need.

**2. Teaching guidance – work of graphic designers****Resources:**

- lesson plans
- lesson resources (presentation slides, handouts)
- internet access
- lesson evaluation

**Useful websites:**

- [www.designcouncil.org.uk/](http://www.designcouncil.org.uk/)
- [www.designweek.co.uk/](http://www.designweek.co.uk/)
- [www.toptal.com/designers/visual/visual-designer-vs-graphic-designer](http://www.toptal.com/designers/visual/visual-designer-vs-graphic-designer)

### **3. Teaching guidance: requirements of a graphic design brief**

It is recommended that the elements of this content area are delivered together after sections 1 and 2 to ensure learners have the sufficient understanding of fundamentals of graphic design, and also have some insight to the different types of graphic design work in the creative industries.

At this stage it would also be useful for learners to be working within their chosen discipline to respond to a given design brief effectively.

This section links well with sections 4, 5 and 6. A project approach for delivery is also recommended, therefore, sections 4, 5 and 6 should use the same vocational scenario and design brief as this section.

Content could be formatively assessed using one or more internal assessment tasks or a mock assignment in preparation for the synoptic assessment.

#### **3.1 Types of graphic design briefs**

This content area will ensure learners understand the importance of working in response to design brief requirements. The full range of types of design brief (commercial, competition, collaborative, online only and open call) will need to be covered. Note that some briefs may cover more than one type, for example an online competition, and this is acceptable as long as learners are aware that these 2 types may also be presented separately by a client or company. Teachers could introduce the content area by showing learners different examples of design briefs and requesting learners' identify the types.

#### **3.2 Graphic design brief requirements and 3.3 Design constraints**

This content could be delivered alongside or follow on from 3.1 Types of graphic design briefs. Delivery will need to cover the different elements of a design brief, how to interpret key information, and understanding the different types of client and client needs (including constraints).

Teachers could introduce the content area by showing learners different examples of design briefs for different disciplines, and request they extract key information such as the type of client, purpose, theme, market research, target audience, contextual factors, competitor research and copyright issues.

Learners could then be presented with a design brief that they will work on for this section and sections 5 and 6. Learners should be requested to fully consider the constraints of the design brief and evaluate how they can respond appropriately in terms of skills, resources, and time.

#### **Resources:**

- lesson plans
- lesson resources (presentation slides, handouts)
- internet access
- lesson evaluation

#### **Useful websites:**

- [www.gov.uk/design-right](http://www.gov.uk/design-right)

#### **4. Teaching guidance: planning, development and experimentation**

It is recommended that these content areas are combined and delivered as a practical project. The same design brief should be used as in section 3, section 5 and section 6. All areas of content should be taught; however, learners should select the most appropriate planning processes, development methods and techniques based on the discipline they are working in as well as the intended design solution.

##### **4.1 Planning and development processes**

Teachers could provide learners with planning and production templates, however, all content placed into templates must be the learner's own. It is recommended that teachers undertake an observation and facilitation role after all content has been delivered and learners can work independently to develop skills in all of these areas. It is important to note that review of progress during the planning and production stages should be ongoing, this should not be an evaluation at the end of the project.

##### **4.1.1 Stages of the development process**

This content area will ensure learners understand the stages involved in the design development process. This should be a practical activity that allows learners to respond individually or in groups to a design brief or scenario provided by teachers. Learners should be encouraged to include all of the following areas in the practical activity:

- planning:
  - mind maps
  - first sketches
  - experimentation
  - drafts
  - research
- design development:
  - refinement of first sketches
  - refinement of experimentation
  - final idea

##### **4.1.2 Techniques, components, and properties**

This content area will ensure learners can understand the techniques, components and properties involved in the design development process. This should be a practical activity that allows learners to respond individually or in groups to a design brief or scenario provided by teachers. Learners should be encouraged to include evidence of all of the following areas in the practical activity in an appropriate format (such as a sketch book or blog): planning, design principles, physical and/or digital techniques. They should also be able to create the design, annotating the graphic design components of the design and properties.

##### **4.2 Experimenting with tools, materials and techniques**

This content area will ensure learners undertake practical experimentation with the materials and techniques appropriate to their intended graphic design solution. This should be a practical activity that allows learners to respond individually or in groups to a design brief or scenario provided by teachers. Learners should be encouraged to include evidence of all of the following areas in the practical activity in an appropriate format (such as a sketch book or blog): components of graphic design, tools, materials, and techniques.

**4. Teaching guidance: planning, development and experimentation****4.3 Ongoing review**

The review of the design and production process should be ongoing and recorded throughout the planning and production stages. Learners should be encouraged to do this via a project diary or progress journal. This could be a physical or online record of progress and decisions made throughout the stages of the design and production processes. The ongoing review should feed into and naturally inform the summative review of the final design solution. Learners should have some formal teacher-led lessons to ensure all content areas are covered with illustrated examples.

**Resources:**

- lesson plans
- lesson resources (presentation slides, handouts)
- internet access
- lesson evaluation

**Useful websites:**

- [www.marketing-partners.com/conversations2/understanding-the-creative-production-process](http://www.marketing-partners.com/conversations2/understanding-the-creative-production-process)
- [blog.designcrowd.co.uk/article/680/the-7-steps-of-a-professional-design-process](http://blog.designcrowd.co.uk/article/680/the-7-steps-of-a-professional-design-process)



## **5. Teaching guidance: graphic design production**

It is recommended that these content areas are combined and delivered as a practical project. The same design brief should be used as in sections 3 and 4. All areas of content should be taught to learners; however, they should select the most appropriate production processes, methods and techniques based on the discipline they are working in as well as the intended design solution.

### **5.1 Digital technical skills and 5.2 Effective use of resources**

Teachers could provide learners with production templates, however, all content placed into templates must be the learners' own. It is recommended that teachers undertake an observation and facilitation role after all content has been delivered and learners can work independently to develop skills in all of these areas. It is important to note that review of progress during the planning and production stages should be ongoing, this should not be an evaluation at the end of the project.

Learners should be encouraged to include evidence of all of the following areas in the practical activity in an appropriate format (such as a sketch book or blog): digital technical skills, effective use of resources and design principles.

It is recommended that safe working practices are taught alongside any practical tasks in order to ensure risk management and health and safety requirements are purposefully understood when learners are working in design production disciplines. This should include all content areas, inclusive of personal protective equipment (PPE) at work.

### **5.3 Summative evaluation**

The review of the design and production process should be ongoing and recorded throughout the planning and production stages. Learners should be encouraged to do this via a project diary or progress journal. This could be a physical or online record of progress and decisions made throughout the stages of the design and production processes. The ongoing review should feed into and naturally inform the summative review of the final design solution. Learners should have some formal teacher-led lessons to ensure all content areas are covered with illustrated examples, particularly regarding:

- meeting the needs of the client
- communication of ideas
- appropriateness for target audience
- identify improvements
- identify successes with the design

#### **Resources:**

- lesson plans
- lesson resources (presentation slides, handouts)
- internet access
- lesson evaluation

#### **Useful websites:**

- [www.shillingtoneducation.com/blog/graphic-design-process/](http://www.shillingtoneducation.com/blog/graphic-design-process/)

## **6. Teaching guidance: display, present and promote graphic design work**

It is recommended that the elements of this content area are delivered together, following sections 3, 4 and 5, as this will allow learners to purposely present a final graphic design they have previously created. A project approach for delivery is also recommended, therefore, sections 3, 4, 5 and 6 should use the same vocational scenario and design brief. Content could be formatively assessed using one or more internal assessment tasks.

### **6.1 The purpose of displaying, presenting and promoting graphic design work**

It is recommended that these content areas are combined and delivered together, this could be over a series of teacher-led sessions to discuss different presentation purposes and methods across the range of disciplines. Physical and digital/online presentation methods should be included in the teaching and learning; however, the learner should select the most appropriate method to practise themselves dependent on the discipline they are working in and the product they have presented in the previous task.

### **6.2 Ways to display, present and promote graphic design work**

This should be an exciting content area delivered towards the end of the qualification when learners have experience and skills to be able to promote their work in interesting and creative ways. Teachers could lead a series of initial sessions to discuss good and diverse examples of how practitioners promote their work using physical and digital methods. Where possible, teachers could introduce guest speakers to show their work as examples. Learners should then be able to use current examples to inspire their own product promotion. This content could be linked with self-promotion.

### **6.3 Self-promotion**

This should be an exciting content area delivered towards the end of the qualification when learners have experience and skills to be able to promote themselves in interesting and creative ways. Teachers could lead a series of initial sessions to discuss good and diverse examples of how practitioners self-promote using physical and digital methods. Where possible, teachers could introduce guest speakers to show their work as examples. Learners should then be able to use current examples to inspire their own self-promotion. This content could be linked with product promotion.

### **6.4 Considerations when displaying, presenting and promoting work**

This content area will ensure understanding of the importance of communication skills and modification of a design solution in response to feedback. All content areas of client, graphical and digital communication skills should be covered in the teaching and learning, however learners should select the most appropriate communication skills that are required in response to the given brief and chosen discipline. Learners should be encouraged to evidence the following areas in an appropriate format: client's individual needs, communication of ideas and appropriateness for target audience.

#### **Resources:**

- lesson plans
- lesson resources (presentation slides, handouts)
- internet access
- lesson evaluation

**6. Teaching guidance: display, present and promote graphic design work**

**Useful websites:**

- [www.inmotionnow.com/project-workflow/5-ways-to-give-more-effective-creative-feedback/](http://www.inmotionnow.com/project-workflow/5-ways-to-give-more-effective-creative-feedback/)

DRAFT

## Synoptic connections

Synoptic assessment requires learners to combine elements of their learning and show accumulated knowledge and understanding across the qualification content. It enables learners to evidence their capability to integrate and apply knowledge, understanding, and skills gained with breadth and depth in context.

It is therefore essential when planning for teaching and throughout delivery that the interdependencies and links build across the content of the qualification and are highlighted and reinforced.

The qualification comprises 6 content areas in a single unit model. All content is mandatory and must be taught.

The teaching content does not have to be delivered in a linear way; the unit contents are interdependent in knowledge, skills, and concepts.

Teachers may take a synoptic approach across the qualification. This will enable learners to be able to apply theories and concepts from across the qualification specification in context to skills-based situations. Through combining content and developing holistic connections, learners will be able to demonstrate and evidence their full knowledge and understanding of the subject area and graphic design sector.

Learners will have the opportunity to identify relevant study skills and reflect upon their preferred learning style throughout the qualification.

### Section 3: additional information

#### School accountability measures (performance points)

This V Cert qualification has been developed to meet the criteria set by the Department for Education (DfE) to be included in the key stage 4 performance tables. Each grade has been assigned a points value. Please check the Register of Regulated Qualifications website [register.ofqual.gov.uk/](https://register.ofqual.gov.uk/) for further information.

#### Discounting

If a learner is taking a GCSE and V Cert in the same year with the same discount code, such as a GCSE in Physical Education and an NCFE V Cert in Health and Fitness, the first entry will count. However, because we do not upload V Cert data to the DfE until August, the exam entry for V Certs is classed as the date the centre claims certification.

- if the centre delivers the GCSE Physical Education exam first and then claims the V Cert afterwards, the GCSE will count
- if the centre delivers the V Cert first and claims the certificate before the GCSE Physical Education exam is sat, the V Cert will count
- if the centre delivers the GCSE and the exam is sat on the same day the V Cert certificate is claimed, then it is the best result that counts

If a GCSE and a V Cert are taken together and they do not have the same discount code (such as GCSE Physical Education and an NCFE V Cert in Business and Enterprise), then the best result will be counted. This only applies to bucket 3 of the Progress 8 measure.

Discount codes for V Cert qualifications can be found on the NCFE website. We advise centres to refer to the [Discounting and Early Entry Guidance](#) document provided by the DfE. For more information on discounting please contact the DfE directly.

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

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

### **Support materials**

The following support materials are available to assist with the delivery of this qualification and are available on the NCFE website:

- learning resources
- qualification factsheet

### **Other support materials**

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 centre's safeguarding policy when developing or selecting delivery materials.

### **Reproduction of this document**

Reproduction by approved centres is permissible for internal use under the following conditions:

- you may copy and paste any material from this document; however, we do not accept any liability for any incomplete or inaccurate copying and subsequent use of this information
- the use of PDF versions of our support materials on the NCFE website will ensure that correct and up-to-date information is provided to learners
- any photographs in this publication are either our exclusive property or used under licence from a third party:
  - they are protected under copyright law and cannot be reproduced, copied or manipulated in any form
  - this includes the use of any image or part of an image in individual or group projects and assessment materials
  - all images have a signed model release

## 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](mailto:customersupport@ncfe.org.uk)  
Website [www.ncfe.org.uk](http://www.ncfe.org.uk)

**NCFE © Copyright 2021 All rights reserved worldwide.**

DRAFT/Version 1.0 November 2021

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***