

# Qualification specification

**NCFE Level 2 Certificate in Art and Design**  
**QN: 500/8988/2**

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## Summary of changes

This document summarises the changes to this qualification specification since the last version (Issue 4 April 2018). Please check the NCFE website for the most recent version.

- Information regarding the wellbeing and safeguarding of learners added to Section 1.

**This section summarises the changes to this qualification specification since the last version (Issue 4.1 January 2020). Please check the qualification page on our website for the most recent version.**

- Further information added to the [support section](#) regarding the support handbook
- 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.
- 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.

# Section 1

## Qualification overview

## **Qualification overview**

### **Introduction**

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

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## Things you need to know

Qualification number (QN)	<b>500/8988/2</b>
Aim reference	50089882
Total Qualification Time (TQT)	240
Guided Learning Hours (GLH)	150
Credit value	24
Level	2
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.

Centres can decide how to allocate the TQT across the units of a qualification.

### 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 500/8988/2.

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.

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## Qualification purpose

This qualification is designed for learners who wish to develop a range of skills and techniques essential for working in the art and design sector.

This qualification will:

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

## Qualification objectives

The objectives of this qualification are to:

- develop learners' skills and techniques and use of visual language and formal elements in art and design
- extend learners' knowledge and understanding of the design process
- extend learners' understanding of health and safety issues relating to art and design
- provide the opportunity for personal development
- provide a basis for progression onto further study.

In line with these aims, the objectives of the qualification are to enable the learner to:

- use raw materials, tools and equipment safely and competently
  - develop analytical and research skills
  - evaluate own work, developed ideas and learning through the design process
  - provide evidence of key skills attainment, where appropriate.
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## Achieving this qualification

To be awarded the Level 2 Certificate in Art and Design, learners are required to successfully complete 3 mandatory units and 2 optional units.

### Mandatory units

Unit No	Unit title
Unit 01	Investigate sources of ideas in art and design
Unit 02	Explore and use art and design materials, techniques and visual language
Unit 03	Produce final art and design work

### Optional units

Unit No	Unit title
Unit 04	Working in the art and design industry
Unit 05	Building an art and design portfolio
Unit 06	3D visual communication
Unit 07	2D visual communication

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 2 Certificate in Art and Design, learners must successfully demonstrate their achievement of all learning outcomes of the 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 stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

### 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 and/or hierarchical seniors
- personal manners and deportment

- understanding work practices and how different roles and departments function within an organisation.
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### **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.

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### **Direct Claim Status**

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

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### **Entry guidance**

This qualification is designed for learners interested in art and design.

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

This qualification is suitable for learners aged pre-16 and above. Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal

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 3 qualifications in Art and Design
  - Level 3 Certificate in Creative Craft
  - Level 3 Certificate in Interactive Media
  - Level 2 Diploma in Photography
  - Level 3 Certificate in Photography.
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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](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.

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## 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 expected 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 that all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

## Assessors and Internal Quality Assurance

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

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## Resource requirements

To assist in the delivery of this qualification, learners should have access to the following:

- a range of materials, tools and equipment
  - a wide range of sources to develop ideas.
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## 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 don't 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 the NCFE website or can be requested by the customer support team on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto: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 your Customer Support Assistant on 0191 239 8000 or email [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk).

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### **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.

### **Useful websites**

Centres may find the following websites helpful for materials and resources to assist with the delivery of this qualification:

- [www.ccskills.org.uk](http://www.ccskills.org.uk) – Creative and Cultural Skills, Sector Skills Council for creative and cultural industries
- [www.designcouncil.org.uk](http://www.designcouncil.org.uk) – The Design Council enhances prosperity and well-being in the UK by demonstrating and promoting the vital role of design in a modern economy.

### **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.

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### **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.

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# 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
- 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.

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**Unit 01 Investigate sources of ideas in art and design (H/601/2350)**

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<b>Unit summary</b>	In this unit, learners will investigate a range of primary and secondary sources. They will record findings about visual language and formal elements used in the secondary sources investigated and will record findings about the contexts of these secondary sources.
<b>Credit value</b>	3
<b>Guided learning hours</b>	20
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

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**Learning outcome 1**

The learner will:

- 1 Be able to research aspects of both primary and secondary source material to support development of art and design work

The learner can:

- 1.1 Use a range of **primary** and **secondary** sources
  - 1.2 Illustrate how **visual language** and **formal elements** are used in secondary sources
  - 1.3 Describe findings about the **contexts** of selected secondary sources
  - 1.4 Apply **health and safety procedures**
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**Unit 01 Investigate sources of ideas in art and design (H/601/2350) (cont'd)****Delivery and assessment**

**Primary sources:** primary sources are those things that are investigated and responded to by the learner, to which the learner has physical contact or experience.

**Secondary sources:** secondary sources are those things that are investigated and responded to by the learner, which are the result of the aesthetic considerations/interpretations/presentations by others, eg other people's work - art, craft, or design; literature, poetry; music.

**Visual language:** the language of visual communication; the way that media, materials, tools, technology, techniques and processes are used, together with **formal elements** to produce images and objects that communicate meanings, messages, feelings and ideas.

**Formal elements:** eg line; tone; colour; shape; form; composition.

**Contexts:** eg social; political; geographical; economic; cultural; religious; personal.

## 1.1-1.3

The learner could produce experimental pieces responding to primary sources. These are likely to be the results of set tasks or exercises, which may either be undertaken for their own sake or set in the context of projects or assignments designed to lead ultimately to the development of ideas and the production of final work.

## 1.2, 1.3

The learner could produce annotated examples of visual reference (eg posters, postcards, pictures from magazines, material downloaded from the Internet). These examples should include material collected in response to set tasks, exercise, projects or assignments, or for example, an annotated workbook which should include evidence of personal engagement with the work of others.

## 1.3, 1.4

The learner could produce an information file/notebook. This can include printed materials and learners' own notes about the visual language and contexts of others' work, and health and safety procedures.

**Types of evidence**

Evidence could include:

- experimental pieces responding to primary sources (1.1-1.3)
- annotated examples of visual reference (1.2, 1.3)
- information file/notebook (1.3, 1.4).

**Unit 02 Explore and use art and design materials, techniques and visual language (K/601/2351)**

<b>Unit summary</b>	Learners will investigate materials and techniques to determine those appropriate to their chosen option. Learners will also explore the use of visual language, and formal elements when using materials and techniques. Health and safety considerations relevant to the chosen option will also be covered.
<b>Credit value</b>	5
<b>Guided learning hours</b>	40
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

- 1 Understand the use of visual language, processes, methods and materials in art and design

The learner can:

- 1.1 Demonstrate the **properties** of a **range of art & design materials**
- 1.2 Select suitable materials for a particular purpose
- 1.3 Apply a range of **techniques**
- 1.4 Select suitable techniques for a particular purpose
- 1.5 Use **visual language** in exploring materials and techniques
- 1.6 Demonstrate selected techniques
- 1.7 Apply health and safety procedures when handling materials and using techniques

## Unit 02 Explore and use art and design materials, techniques and visual language (K/601/2351) (cont'd)

<b>Delivery and assessment</b>
<p><b>Properties:</b> eg malleable; flexible; inflexible; sturdy; fragile.</p> <p><b>Range of art &amp; design materials:</b> eg wet/dry/technological 2D media; resistant/non-resistant 3D materials.</p> <p><b>Techniques:</b> ways that media and materials are manipulated through practical or technical skills, which may involve the use of tools or equipment.</p> <p><b>Visual language:</b> the language of visual communication; the way that media, materials, tools, technology, techniques and processes are used, together with formal elements (eg line; tone; colour; shape; form; composition), to produce images and objects that communicate meanings, messages, feelings and ideas.</p> <p>1.1, 1.2, 1.7 The learner could produce an annotated collection of samples of materials. The nature of this will vary widely according to the particular art and design discipline. Annotation should make reference to visual, tactile and technical properties of materials.</p> <p>1.3-1.6 The learner could produce experimental pieces investigating techniques. The nature of these will vary widely according to the particular art and design discipline. The emphasis should be on learning and developing techniques sufficient to realise intentions. Some development of the use of visual language may also occur through production of these pieces.</p> <p>1.2, 1.3, 1.6 The learner could produce experimental pieces investigating visual language. These will involve investigation of formal elements of visual language as appropriate to the particular art and design discipline. The emphasis should be on appropriate communication using the codes and conventions of the particular discipline. These will inevitably be influenced by the materials and techniques used.</p> <p>1.1, 1.3, 1.7 The learner could produce an information file/notebook. This can include printed materials and learners' own notes about materials, techniques, visual language and health and safety procedures.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"> <li>• annotated collection of samples of materials (1.1, 1.2, 1.7)</li> <li>• experimental pieces investigating techniques (1.3-1.6)</li> <li>• experimental pieces investigating visual language (1.2; 1.3; 1.6)</li> <li>• information file/notebook (1.1; 1.3; 1.7).</li> </ul>

**Unit 03 Produce final art and design work (M/601/2352)**

<b>Unit summary</b>	Learners will plan and prepare for production of their final work, using developed ideas. Learners will then produce final work using materials and techniques competently and using visual language effectively. On completion of the work, learners will evaluate their work in the context of what they learnt and how their ideas have developed.
<b>Credit value</b>	6
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Mandatory

**Learning outcome 1**

The learner will:

1. Be able to plan and produce final art and design work

The learner can:

- 1.1 Develop a **work schedule** for production of final art and design work
- 1.2 Use ideas developed to inform production of final art and design work
- 1.3 Use **visual language** and its **formal elements** effectively in the production of the final art and design work
- 1.4 Demonstrate competent use of tools, techniques and materials
- 1.5 Apply health and safety procedures
- 1.6 Use an **appropriate context** to present final work
- 1.7 **Assess** final work

**Delivery and assessment**

**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 and/or materials; the preparation of the working area (clean; well ventilated; well lit); arranging for access to resources; arranging for appropriate safety wear).

**Visual language:** the language of visual communication, expressed through its formal elements (eg line; tone; colour; shape; form; composition) and realised through the use of materials and techniques to produce images and objects that embody meanings, messages, feelings and ideas.

**Appropriate context:** appropriate to the form and purpose of the final work.

**Assess:** The 'assessment' or evaluation may be written, or a record of responses to oral questioning, and it should refer to the success or otherwise of the final work (eg the use of materials and techniques; the use of sources of ideas; the development of ideas; the final product with reference to visual language, intentions, purpose).

**Unit 03 Produce final art and design work (M/601/2352) (cont'd)****Delivery and assessment (cont'd)**

1.1, 1.2

The learner could produce a record of planning and preparation. The form of this will vary widely according to the particular art and design discipline. The record should be sufficient to identify targets for completion of stages of the work, and enable learners to carry out the final work according to given themes and intentions. The record may be based on a project or assignment brief, which can be set either by the tutor or the learner.

1.2, 1.3

The learner could produce annotated idea development sheets. These will show that learners have made clear connections between intentions, ideas and outcomes, and that the final work represents the end stage of a thorough development process.

1.2-1.6

The learner must produce a final work. The form of this will vary widely according to the particular art and design discipline. However, the final work should realise intentions, be appropriate for its purpose, should possess or communicate meaning through the effective use of visual language, and should show competent use of materials and techniques. Presentation need not be elaborate, but should be appropriate to the form and purpose of the work.

1.5, 1.7

The learner could produce a record of evaluation. Evaluation may be written, or may be a record of responses to oral questioning. In either case, learners should be able to evaluate the success or otherwise of their final work in terms of intentions, purpose, visual communication and technical realisation.

1.1, 1.2, 1.5, 1.7

The learner could produce an information file/notebook. This can include printed materials and learners' own notes about health and safety procedures. It may also include the record of planning and preparation, and any written evaluation of the final work.

**Types of evidence**

Evidence must include:

- final work (1.2-1.6).

Evidence could include:

- record of planning and preparation (1.1, 1.2)
- annotated ideas development sheets (1.2, 1.3)
- record of evaluation (1.5, 1.7)
- information file/notebook (1.1, 1.2, 1.5, 1.7).

**Unit 04 Working in the art and design industry (K/502/4876)**

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<b>Unit summary</b>	This unit aims to provide learners with a broad understanding of the art and design industry and the employment opportunities available within it.
<b>Credit value</b>	5
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

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**Learning outcome 1**

The learner will:

- 1 Know about organisations in the art and design industry

The learner can:

- 1.1 Identify how organisations operate in the art and design industry
- 

**Learning outcome 2**

The learner will:

- 2 Know about job roles in the art and design industry

The learner can:

- 2.1 List job roles within the art and design industry
  - 2.2 Describe the characteristics of job roles within the art and design industry
-

**Unit 04 Working in the art and design industry (K/502/4876) (cont'd)**

<b>Delivery and assessment</b>
<p>1.1-2.2 The learner could complete projects or assignments. This unit introduces the learners to the industry by exploring key concepts and structures that will become common place as their careers develop. Evidence could be in the form of a report, presentation, organisational charts, and/or a video.</p>
<p>1.1 Work could include meeting employers, interviewing visiting professionals, researching the Internet for careers guidance and advice from arts organisations. In particular learners should gain a knowledge of the 'behind the scenes' processes of arts organisations and become familiar with the flow of money from commission to production.</p>
<p>2.1 The learners should demonstrate an understanding of the types of job that are available across the art and design sector.</p>
<p>2.2 Once listed learners should be able to describe in better detail what each job role is, the hours, the conditions and the qualifications required.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• projects or assignments (1.1-2.2).</li></ul>

**Unit 05 Building an art and design portfolio (H/502/4875)**

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<b>Unit summary</b>	The purpose of this unit is to build an art and design portfolio, to act as a vehicle for supporting an application to employment or further study.
<b>Credit value</b>	5
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

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**Learning outcome 1**

The learner will:

- 1 Understand the purpose of an art and design portfolio

The learner can:

- 1.1 Describe how artists and designers use portfolios
- 

**Learning outcome 2**

The learner will:

- 2 Be able to present an art and design portfolio

The learner can:

- 2.1 Present an art and design portfolio
  - 2.2 Justify reasons for selecting work for an art and design portfolio
-



**Unit 05 Building an art and design portfolio (H/502/4875) (cont'd)**

<b>Delivery and assessment</b>
<p>1.1-2.2 The learner could complete projects or assignments. The portfolio should demonstrate the learner's ability to present their work coherently. The work in the portfolio could be; self-initiated pieces of work; a series of set assignments; or work for a named employer or artistic body.</p> <p>1.1 Learners should see the portfolios of professionals or visiting artists and those of other learners at the same and higher levels. They should use these sessions to develop action plans for their own portfolios and to stimulate ideas for artwork and skills development.</p> <p>2.1 Learners should also be able to consider the format of the portfolio, whether a flat file of work, drawings, paintings, photographs or something to account for the nature of the work such as a DVD, website or IT solution.</p> <p>2.2 Learners should take part in debates and 'crit' sessions that discuss the merits of work included in portfolios and develop a suitable language to begin to justify the inclusion of their work in their own portfolios.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• projects or assignments (1.1-2.2).</li></ul>

**Unit 06 3D visual communication (R/502/4824)**

<b>Unit summary</b>	The aim of this unit is to enable learners to use three dimensional visual communication techniques, such as construction, modelling, carving and casting. Learners will do this through set assignment briefs that allow them to apply skills through research, development and final design ideas.
<b>Credit value</b>	5
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

**Learning outcome 1**

The learner will:

- 1 Be able to use 3D making techniques

The learner can:

- 1.1 Demonstrate use of 3D making techniques safely when working from primary and secondary sources

**Learning outcome 2**

The learner will:

- 2 Be able to communicate design ideas using 3D visual communication techniques

The learner can:

- 2.1 Communicate design ideas using 3D visual communication techniques

**Learning outcome 3**

The learner will:

- 3 Be able to use formal elements in 3D visual communication

The learner can:

- 3.1 Use formal elements in 3D visual communication

**Unit 06 3D visual communication (R/502/4824) (cont'd)**

<b>Delivery and assessment</b>
<p>1.1-3.1 The learner could complete projects or assignments. Activities that require the learner to encounter and develop skills in a wide range of 3D making techniques are essential. Learners should develop the skills required to manipulate various media (eg through modelling, construction, casting, carving etc).</p>
<p>1.1 Learners will be required to make a 3D response to both real life (primary) and secondary sources. It is crucial that learners maintain safe working practices while developing work to satisfy this unit.</p>
<p>2.1 Evidence must show that learners have effectively communicated their intentions through the making process.</p>
<p>3.1 Evidence of control of formal elements must be demonstrated, for example line, shape, colour, form, proportion, volume and texture.</p>
<b>Types of evidence</b>
<p>Evidence could include:</p> <ul style="list-style-type: none"><li>• projects or assignments (1.1-3.1).</li></ul>

**Unit 07 2D visual communication (L/502/4823)**

<b>Unit summary</b>	The aim of this unit is to enable learners to gain an understanding and develop skills in two dimensional visual communication techniques, such as drawing, painting, photography and print-making. Learners will do this through set assignment briefs that allow them to apply skills through research, development and final design ideas.
<b>Credit value</b>	5
<b>Guided learning hours</b>	30
<b>Level</b>	2
<b>Mandatory/optional</b>	Optional

**Learning outcome 1**

The learner will:

- 1 Be able to use 2D mark-making techniques

The learner can:

- 1.1 Demonstrate use of 2D mark-making techniques safely when working from primary and secondary sources

**Learning outcome 2**

The learner will:

- 2 Be able to communicate design ideas using 2D visual communication techniques

The learner can:

- 2.1 Communicate design ideas using 2D visual communication techniques

**Learning outcome 3**

The learner will:

- 3 Be able to use formal elements in 2D visual communication

The learner can:

- 3.1 Use formal elements in 2D visual communication

**Unit 07 2D visual communication (L/502/4823) (cont'd)****Delivery and assessment****1.1-3.1**

The learner could complete projects or assignments. Activities that require the learner to encounter and develop skills in a wide range of 2D techniques are essential. Learners should develop work for collection in portfolios and sketchbooks as a continuing process within this unit.

**1.1**

Evidence of sketching and drawing of given and discovered scenes and objects. Mark-making may include drawing, painting, photography, printmaking and use of digital forms. Learners should be asked to record primary sources, such as the human body, nature, landscapes and architecture, using a range of drawing, painting and digital techniques.

**2.1**

Evidence must show that learners have effectively communicated their ideas through the 2D mark-making process.

**3.1**

Evidence of the appropriate use of formal elements such as line, tone, colour and shape is required and should be demonstrated through the production of artwork. For example images for advertising campaigns delivered in a number of formats for different media, black and white print, colour print, poster, backdrop, drawing, painting, photography, etc.

**Types of evidence**

Evidence could include:

- projects or assignments (1.1-3.1).

# 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 2 Certificate in Art and Design is internally assessed and externally quality assured.

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### **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. 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
- 

### **Supervision of learners and your role as an Assessor**

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

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## Feedback to learners

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

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## 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.

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## **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.

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### **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.

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# Section 4

## Explanation of terms

## Explanation of terms

This table explains how the terms used at Level 2 in the unit content are applied to this qualification (not all verbs are used in this qualification).

<b>Apply</b>	Link existing knowledge to new or different situations.
<b>Assess</b>	Consider information in order to make decisions.
<b>Classify</b>	Organise according to specific criteria.
<b>Compare</b>	Examine the subjects in detail looking at similarities and differences.
<b>Define</b>	State the meaning of a word or phrase.
<b>Demonstrate</b>	Show an understanding of the subject or how to apply skills in a practical situation.
<b>Describe</b>	Write about the subject giving detailed information.
<b>Differentiate</b>	Give the differences between two or more things.
<b>Discuss</b>	Write an account giving more than one view or opinion.
<b>Distinguish</b>	Show or recognise the difference between items/ideas/information.
<b>Estimate</b>	Give an approximate decision or opinion using previous knowledge.
<b>Explain</b>	Provide details about the subject with reasons showing how or why. Some responses could include examples.
<b>Give (positive and negative points....)</b>	Provide information showing the advantages and disadvantages of the subject.
<b>Identify</b>	List or name the main points. (Some description may also be necessary to gain higher marks when using compensatory marking).
<b>Illustrate</b>	Give clear information using written examples, pictures or diagrams.
<b>List</b>	Make a list of key words, sentences or comments that focus on the subject.

**Explanation of terms (cont'd)**

<b>Plan</b>	Think about and organise information in a logical way. This could be presented as written information, a diagram, an illustration or other suitable format.
<b>Perform</b>	Do something (take an action/follow an instruction) which the question or task asks or requires.
<b>Provide</b>	Give relevant information about a subject.
<b>Reflect</b>	Learners should look back on their actions, experiences or learning and think about how this could inform their future practice.
<b>Select</b>	Choose for a specific purpose.
<b>Show</b>	Supply sufficient evidence to demonstrate knowledge and understanding.
<b>State</b>	Give the main points clearly in sentences.
<b>Use</b>	Take or apply an item, resource or piece of information as asked in 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 our Diversity and Equality policy is available on the NCFE website.

### **Diversity, access and inclusion**

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

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

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

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