

QN Number & Qual Title: NCFE Level 1 Technical Award in Graphic Design (603/0844/8), NCFE Level 2 Technical Award in Graphic Design (603/0845/X)

Adaptation addendum

Qualification title(s)	NCFE Level 1 Technical Award in Graphic Design NCFE Level 2 Technical Award in Graphic Design
Qualification reference number(s)	603/0844/8 603/0845/X
Summary of changes	<p>V2.0 - 22.03.21</p> <p>Updated to provide additional information on use of teacher assessed grades for internally and externally assessed components. Previous version title 'AT 6030845X V1.0'.</p> <p>V1.0 - 22.02.21</p> <p>The new version number is to reflect 2021 updated template layout to include further information on alternative arrangements for awarding in 2020/21. Previous version title 'AT 60308448 TA Graphic Design V4'.</p>
Qualification Purpose	<p>The Technical Awards in Graphic Design complement GCSE qualifications. They are aimed at 14-16 year olds studying Key Stage 4 curriculum who are interested in any aspect of graphic design, including sourcing ideas and design.</p> <p>The qualification focuses on an applied study of the graphic design sector and learners will gain a broad understanding and knowledge of working in the sector.</p> <p>This qualification has been designed to sit alongside the requirements of core GCSE subjects and is appropriate for learners who are motivated and challenged by learning through hands-on experiences and through content which is concrete and related directly to those experiences.</p>

Assessment adaptation

Assessment	Approach following autumn 2020 adaptations	Additional adaptations for 2020/21
	<i>What we require for this type of assessment at present, including flexibilities already introduced in autumn 2020.</i>	<i>The additional flexibilities and adaptations that will apply during 2020-21.</i>

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<p>Internal assessment: skills and knowledge</p>	<p>Internal assessment should continue remotely, where relevant, for all students where possible.</p> <p>We believe that the flexibilities which centres already have with respect to the types of evidence they may use to meet assessment criteria, are sufficient to enable most students to continue to mitigate the ongoing Covid related risks.</p> <p>We would also encourage centres to consider how they might use alternative and / or digital solutions to gather and store evidence including, for example:</p> <ul style="list-style-type: none"> • centre-set short response or multi-choice tests • professional discussion recordings • annotated learning plans • photos and videos. <p>We appreciate that to create and capture evidence for the skills aspect of these assessments, students may need access to specialist facilities / equipment. As our existing guidance permits, to mitigate Covid related challenges in accessing facilities / equipment, we would encourage centres to consider, for example</p> <ul style="list-style-type: none"> • using expert witness testimonies to confirm the observation of student competence over time where direct observation is not possible • using observation of simulated activity to evidence the demonstration of competence where direct observation is not possible • using digital solutions to capture evidence remotely where students can access required facilities / 	<p>Internal assessment should continue remotely, where relevant, for all students where possible. Where internal assessment continues, all previously communicated adaptations still apply.</p> <p>This qualification is in scope for alternative arrangements and if required can be awarded via a teacher assessed grade from the centre.</p> <p>Teaching and learning should continue as much as possible as all completed work will form the basis of a teacher assessed grade.</p> <p>We have worked together with Ofqual, sector partners and other awarding organisations to agree common approaches to setting minimum evidence thresholds for a teacher assessed grade from the centre for this qualification and more information can be found in the Approach to Alternative Awarding Arrangements 2020/21 document, which can be found on our website here.</p>
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	<p>equipment away from the centre, but teaching staff cannot observe at that location</p> <ul style="list-style-type: none"> carefully considering how you schedule teaching, learning and assessment activity during the year, recognising that you may not be able to access specialist facilities / equipment in all weeks <p>You can find further advice and guidance on the preparation of portfolios of evidence here.</p> <p>We will also continue to offer remote EQA reviews and further guidance on how to prepare for this can be found here.</p>	
Task-based examination	<p>A number of our qualifications have task-based external assessments which much be sat over a set period of time at your centre.</p> <p>Previously, where assessments were timetabled in a window we:</p> <ul style="list-style-type: none"> updated our assessment variation process to allow centres to use additional test centre locations added additional assessment opportunities to the 2020-21 timetable <p>However, following the January 2021 announcement that exams were cancelled, these will only remain applicable to those exams which are used to demonstrate a practical or occupational competence, or are assessments within qualifications which are not in scope for alternative awarding arrangements.</p>	<p>Task-based examinations from February 2021 onwards are cancelled.</p> <p>This qualification is in scope for alternative arrangements and if required can be awarded via a teacher assessed grade from the centre.</p> <p>Teaching and learning should continue as much as possible as all completed work for the internal assessment will form the basis of a teacher assessed grade for the externally assessed component.</p> <p>This is applicable to the External Assessment – Task-based exam.</p> <p>We have worked together with Ofqual, sector partners and other awarding organisations to agree common approaches to setting minimum evidence thresholds for a teacher assessed grade from the centre for this qualification and more information can be found in</p>

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