

# **Delivery guide**

**NCFE Level 2 Technical Award in Graphic  
Design  
QN: 603/0845/X**

## **Delivery and Assessment Plan**

1. This plan is based on a 2-year delivery. This will change with school timetable, festivals and holidays, training days, school events, study leave arrangements, which days lessons occur on etc.
2. This is only an example – centres may choose to deliver and assess units in a different order, taking into account the timings of the external assessment.
3. The qualification has 4 units. The Guided Learning Hours (GLH) for each unit is 30 GLH. The external assessment is 10 hours and the GLH for the qualification is 120 GLH.
4. External assessment unit dates vary –please check the website for assessment windows.
5. It's advised the grading of each unit takes place as soon as possible after the learner has completed their Internal Assessment Tasks and that this is closely followed by Internal Quality Assurance and submission of grades. The first External Quality Assurance visit should then take place – also as soon as possible after the first round of Internal Quality Assurance in order to allow your External Quality Assurer to offer support and guidance on your delivery and assessment (please note this will need to be scheduled in advance with the External Quality Assurer to ensure availability). Please refer to Internal Assessment Writing and Delivery Guidance for details.
6. Once the agreed grades have been 'banked' by the External Quality Assurer (first attempt) the learners should be provided with an opportunity to add to their assessed evidence to improve their grade as soon as is practicable (second attempt). This will ensure the unit is still fresh in their minds and the additional evidence should then be assessed and Internally Quality Assured in preparation for External Quality Assurance. There are 2 free EQA visits per cohort. The timings of the EQA visit are only suggestions. Additional visits are chargeable.
7. This is how we propose the qualification should be delivered over two years, with synoptic external assessment at the end, however centres are free to deliver the qualification in a way that suits their timetable.

	Year 1						Year 2					
	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st half term	Summer 2nd half term	Autumn 1st half term	Autumn 2nd half term	Spring 1st half term	Spring 2nd half term	Summer 1st half term	Summer 2nd half term
<b>Unit 01</b>			Assessment 1st attempt			Assessment 2nd attempt						
<b>Unit 02</b>					Assessment 1st attempt	Assessment 2nd attempt						
<b>Unit 03</b>								Assessment 1st attempt		Assessment 2nd attempt		
<b>Unit 04</b>											Assessment 1st and 2nd attempt	

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and Learning	Assessment	Quality Assurance
<b>Year 1 Autumn Term – 1st Half Term</b>						
				Course Induction to be designed to suit the needs of the centre based on previous experience of the learners. It should provide a foundation for the course including the structure of the qualification and the assessment process. It should also help learners to develop an understanding of the assessment criteria, the range and the grading descriptors. Learners should be introduced to basic graphics skills using ICT where appropriate.	All learners should be registered by the Exams Officer onto this qualification.  Induction may contribute to level 1/2 entry decisions.	Assessor and IQA roles allocated.
				Begin delivery  Unit 01 Introduction to graphic design (LO1)		

Year 1 Autumn Term – 2nd Half Term						
				Unit 01 delivery cont'd (LO2)	Begin internal assessment of Unit 01 work.	The Centre Assessor to assess learner evidence and follow IQA processes before delivering feedback to learners.
Year 1 Spring Term – 1st Half Term						
				Unit 01 delivery cont'd (LO3)  Begin delivering Unit 02 Graphic design practice (LO1)	Internal assessment of Unit 01 cont'd.	Assessor to assess and grade all work. IQA will apply agreed sampling strategy. The Exams Officer will then submit the agreed grades to NCFE ready for external quality assurance. This is the learners' 1st attempt at this unit. They have one further attempt at

						this unit to improve their grade.
<b>Year 1 Spring Term – 2nd Half Term</b>						
				Unit 2 delivery cont'd (2.2)	Begin internal assessment of Unit 02 work.	Centre Assessor to decide sample and QA with the IQA, before delivering feedback to learners. The assessment window must be selected at the point of registration.

Year 1 Summer Term – 1st Half Term						
				Unit 02 delivery cont'd (LO3)	Internal assessment of Unit 02 cont'd.	<p>Assessor and IQA to sample work from learners to check standards of Unit 02, before final grades are submitted by the Exams Officer.</p> <p>First EQA visit for Unit 01/02. Banking or rejection and resubmission of grades (first attempt).</p>
Year 1 Summer Term – 2nd Half Term						
				Begin delivering Unit 03 Responding to a graphic design brief (LO1)	Rework Unit 01/02 internal assessment tasks if required (second attempt).	IQA of reworked Unit 01/02 and submission of grades if required (2nd attempt).

Unit 01	Unit 02	Unit 03	Unit 04	Teaching and Learning	Assessment	Quality Assurance
<b>Year 2 Autumn term – 1st half term</b>						
				Unit 03 delivery cont'd (LO2)	Begin internal assessment of Unit 03 work.	Centre Assessor to decide sample and QA with the IQA before delivering feedback to learners.
<b>Year 2 Autumn term – 2nd half term</b>						
				Unit 03 delivery cont'd (LO3)	Internal assessment of Unit 03 cont'd.	Assessor and IQA to sample work from learners to check standards of Unit 02, before final grades are submitted by Exams Officer.
<b>Year 2 Spring term – 1st half term</b>						

				Begin delivering (eg teaching and learning) Unit 04 Graphic design portfolio (LO1).	Rework Unit 03 internal assessment tasks if required (2nd attempt).	
Year 2 Spring term – 2nd half term						

				<p>Unit 04 delivery cont'd (LO2)</p> <p>Learners are to prepare for external assessment revisiting content from Unit 01, 02 and 03, using the sample external assessment and past papers.</p> <p>First attempt at external assessment - exam paper</p>	<p>Begin internal assessment of Unit 02 work.</p> <p>External assessment unit (first attempt). First window for entries to external assessment unit. Learners have 2 attempts if needed. The external assessment paper contains 4 tasks, each task has a recommended time limit and there is a maximum of 90 marks available; learners have 10 hours in total to complete the paper.</p>	<p>NB: please see the Regulations for Conduct of External Assessment on our website.</p>
<b>Year 2 Summer term – 1st half term</b>						
				<p>Unit 04 delivery cont'd (LO3)</p>	<p>Internal assessment of Unit 04 cont'd.</p>	<p>Second EQA visit for Unit 03/04. Banking or rejection and resubmission of grades (1st attempt).</p>
<b>Year 2 Summer term – 2nd half term</b>						

				Second assessment window for external assessment (2nd attempt).	Rework Unit 04 internal assessment tasks if required (2nd attempt).  External assessment unit (2nd attempt if required)	NB: please see the Regulations for Conduct of External Assessment
End of delivery						

## **Scheme of Work**

Below is a scheme of work that you may choose to follow when delivering the NCFE Level 2 Technical Award in Graphic Design (603/0845/X).

- Internal Assessment Sample Tasks to support this Scheme of Work are available on the website
- It's designed to offer centres some ideas for delivery of the qualification; it does not represent the detail of lesson planning necessary in many schools eg starter/plenary activities, homework tasks, literacy and numeracy.
- All activities are examples only and can be substituted to suit the individual situation of the school, Teacher and learners.
- The assessment shown is only that required for the qualification and does not include formative assessment and marking as these will be according to the school policy.

This Scheme of Work is based on delivery over 2 years, allowing flexibility with 2 opportunities to sit the external assessment.

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 1 Autumn term – 1st half term</b>				
	Course Induction	To be designed to suit the needs of the centre and based on previous experience of the learners. It should provide a foundation for the course including the structure of the qualification and the assessment process. It should also help learners to develop an understanding of the assessment criteria, the range and the grading descriptors. Learners should be introduced to basic graphics skills using ICT where appropriate.		

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Unit 01	<p>LO1 Understand the components of graphic design</p> <p>The learner must know about: colour, tone, line, composition, typography, imagery</p>	<p>Introduction to Unit 01 content and assessment.</p> <p>Teacher introduces graphic design components: colour, tone, line, typography and imagery e.g. by use of a PowerPoint presentation.</p> <p>Small quiz with learners trying to guess which components make up an image.</p> <p>Class discussion with examples of each.</p> <p>Pair work: students are given one graphic component to focus on and produce a poster describing what their element is and provide an example to feedback to the class.</p> <p>Learners produce a piece of work for display explaining what the graphic design components are.</p>	<p>NB: to achieve above a Pass at level 2, learners must be able to recognise and describe links between graphic design components.</p>	

		Learners must annotate their final experiments.		
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Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 1 Autumn term – 2nd half term</b>				
Unit 01	<p>LO2 Experiment with the graphic design components</p> <p>The learner must demonstrate use of: colour, tone, line, composition, typography and imagery</p>	<p>Teacher shows learners examples of work produced focusing on the graphic design components eg by use of a PowerPoint presentation.</p> <p>Class discussion about successes of the examples, possible methods to improve and any links between the components.</p> <p>Learners produce their own examples of the graphic design components, showcasing any links they can find between them. Using a combination of computer software and hand drawn techniques. Work produced must be suitable for a display.</p>	<p>Learners must have evidence of experiments with <u>all</u> of the following components: colour, tone, line, composition, typography, use of imagery with some evidence of communicating ideas in order to achieve a level 2 Pass or above.</p> <p>Internal assessment of work produced for LO1 and LO2</p>	

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 1 Spring term – 1st half term</b>				
Unit 01	<p>LO3 Review your graphic design experiments.</p> <p>The learner must evaluate:</p> <ul style="list-style-type: none"> <li>the visual impact of their experiments</li> <li>the choices made during their experiments</li> </ul>	<p>Class discussion: What makes good analysis?</p> <p>Pair work: learners must select a piece of work to their work to analyse, using a key word list to help.</p> <p>Learners are asked to review and evaluate their work.</p>	<p>To achieve above a Pass at level 2, learners must explain their choices and the visual impact of their work.</p> <p>Final internal assessment of Unit 01.</p>	

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
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Unit 02	<p>LO1 Understand the work of recognised graphic designers</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> <li>• examples of design practice in a chosen discipline</li> <li>• recognised graphic designers in a chosen discipline</li> <li>• the characteristics of design practice</li> </ul>	<p>Class discussion: What are the different types of graphic design disciplines?</p> <p>Learners generate ideas in list form in pairs.</p> <p>Teacher introduces the disciplines of graphic design, showing visual examples of each eg by use of a PowerPoint presentation.</p> <p>Learners produce a visual mood board of different types of graphic design practice, gathering as many different images as they can.</p> <p>Learners select a discipline to focus on and gather information on their chosen discipline using a range of sources eg designer's website, adverts, content writers, authors, blogs.</p>	<p>Learners must use more than one source to gather information to achieve a level 2.</p>	<p><b>Possible genres of graphic design could include:</b></p> <ul style="list-style-type: none"> <li>• illustration eg comic strip, hand drawn animation, fine art illustration</li> <li>• advertising graphics eg point of sale (POS), leaflets, posters, websites, flyers etc</li> <li>• branding and corporate identity eg logos</li> <li>• packaging graphics</li> <li>• typography</li> <li>• digital design (eg web, digital animation, desktop publishing (DTP), image manipulation)</li> <li>• communication graphics.</li> </ul>
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Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
				<p><b>Characteristics of design could include:</b></p> <ul style="list-style-type: none"> <li>• colour (application and selection of colour to create meaning/deliver a message)</li> <li>• tone (contrast, shade)</li> <li>• line (different types eg continuous, broken, dotted, curved, thick, thin)</li> <li>• composition (layout, proportion, balance, layers)</li> <li>• typography (typesetting, fonts, typefaces, letterform)</li> <li>• use of imagery (subject, narrative).</li> </ul>



Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 1 Spring term – 2nd half term				

Unit 02	<p>LO2 Produce a graphic design inspired by the work of a chosen graphic designer.</p> <p>The learner must demonstrate use of:</p> <ul style="list-style-type: none"> <li>• technical skills</li> <li>• processes</li> <li>• techniques</li> <li>• equipment</li> <li>• material</li> <li>• composition</li> </ul>	<p>Teacher provides students with a list of suggested designers from the various genres explored in 2.1. More-able students are encouraged to also find designers of their own interest.</p> <p>Learners research and select a designer to focus on from the genre they selected in 2.1.</p> <p>Learners produce a visual mood board of examples of their chosen designers work.</p> <p>Learners select one example of their chosen artist's work, listing all of the key characteristics, making reference to which skills, processes, techniques, equipment and materials have been used to produce the work; before analysing the overall composition.</p> <p>Learners produce a piece of graphic design inspired by their chosen designer, selecting appropriate materials</p>	Internal assessment of work produced for LO1 and LO2	<p>Recognised graphic designers in the learner's chosen discipline could include:</p> <ul style="list-style-type: none"> <li>• illustration eg Quentin Blake, Chip Kidd, Lesley Barnes</li> <li>• advertising graphics eg Saatchi and Saatchi, Mother, Saul Bass, Milton Glaser, Alan Fletcher</li> <li>• branding and corporate Identity eg Ferdando Guitierrez, Michael Bierut, Paul Rand, Alan Fletcher</li> <li>• packaging graphics eg Peter Saville, Design Agencies: Big Fish, Bloom</li> <li>• typography eg Matthew Carter, El Lissitzky, David Carson</li> <li>• digital design eg Shepard Fairey, Alberto Seveso</li> <li>• communication graphics eg Neville Brody, Margaret Calvert</li> </ul> <p>** This is not a prescriptive list.</p>
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		and techniques to realise their intentions.		
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Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 1 Summer term – 1st half term</b>				
Unit 02	<p>LO3 Review their graphic design</p> <p>Learners must evaluate:</p> <ul style="list-style-type: none"> <li>• how their design reflects the work of the graphic designer</li> <li>• their technical skills</li> <li>• their use of graphic design components</li> <li>• ways of improving</li> </ul>	<p>Class discussion: What different formats could be used to create a review?</p> <p>Learners generate a list of possible formats that could be used.</p> <p>Teacher introduces the content a review must include:</p> <ul style="list-style-type: none"> <li>• how your design reflects the work of the graphic designer you have taken inspiration from</li> <li>• your use of technical skills</li> <li>• your use of the graphic design components</li> <li>• how you could improve your work further</li> </ul> <p>Learners produce a review of their work produced in 2.2 in a format of their choice.</p>	<p>Learners must provide justification for their selections to achieve a level 2 Pass or above.</p> <p>Final internal assessment of Unit 02.</p>	<p>NB See qualification specification for definitions of technical skills.</p>

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Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 1 Summer term – 2nd half term</b>				
Unit 03	<p>LO1 Understand the requirements of a graphic design brief</p> <p>The learner must know how to:</p> <ul style="list-style-type: none"> <li>• respond to a brief</li> <li>• develop ideas</li> </ul>	<p>Teacher introduces design brief to class.</p> <p>Learners are provided with the brief, they underline key words and pick apart what they are being asked to do.</p> <p>Learners make a thought shower of the client requirements from the brief.</p> <p>Teacher asks learners to produce a range of design ideas (at least 3) in response to the brief.</p> <p>NB: learners are encouraged to check their list of client requirements, to make sure they are meeting them within their designs. They may also be encouraged to annotate their work to explain how they produce their designs and how they meet the design brief.</p>	<p>Learners will analyse and respond to a graphic design brief. This can be for a range of graphically designed items or for one specific item. They will develop a range of ideas leading to a final idea.</p> <p>Best practice would show refinement of ideas and realisation of intentions in order to meet the brief. The emphasis is on meeting the requirements of the brief and not working to the learners' own preferences.</p> <p>By the end of this LO the learner should be prepared to design their final idea to meet the brief from the development of their ideas.</p>	<p><b>NB:</b> where words and phrases appear in bold these indicate a range statement. A range statement is an explanation of technical terms and the depth and breadth of coverage of the unit. These appear at the end of each unit in the qualification specification. Teachers can use the sample internal assessment tasks on the NCFE website or produce their own using the Internal Assessment Writing and Delivery Guidance.</p> <p>We also have an Assessment Checking service.</p>

<b>Unit number</b>	<b>Learning Outcome(s)</b>	<b>Teaching and Learning Activities</b>	<b>Assessment</b>	<b>Notes</b>
<b>Year 2 – Autumn 1<sup>st</sup> half term</b>				

Unit 03	<p>LO2 Produce your final graphic design idea</p> <p>The learner must demonstrate:</p> <ul style="list-style-type: none"> <li>• technical skills</li> <li>• effective use of resources</li> </ul>	<p>Class discussion: What makes a successful final design?</p> <p>Class feedback their answers on what makes a successful design.</p> <p>Teacher asks learners to refine their earlier ideas, to produce a final graphic design in response to the brief they were given.</p> <p>Learners present their final outcome to the class, discussing how they have met their client's requirements.</p> <p>NB: Learners may wish to annotate their final design to explain their use of resources and technical skills.</p>	Internal assessment of work produced for LO1 and LO2.	<p>The effective use of resources will be characterised by:</p> <ul style="list-style-type: none"> <li>• planning a graphic design activity</li> <li>• considering the most efficient use of technology</li> <li>• anticipating difficulties</li> <li>• avoiding waste</li> </ul>
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Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 2 Autumn term – 2nd half term</b>				
Unit 3	<p>LO3 Review how you met the brief</p> <p>The learner must evaluate:</p> <ul style="list-style-type: none"> <li>• the final outcome</li> <li>• the purpose and impact of the graphic design</li> <li>• effective use of resources</li> <li>• what went well and not so well</li> </ul>	<p>Teacher asks students to look at their original list of client requirements from LO2.</p> <p>Learners make a list of the purpose and impact of their final design (class discussion to help generate ideas).</p> <p>Teacher provides learners with a list of content they must include in their review.</p> <p>Learners produce a review of their final outcome in a format of their choice.</p>	Final internal assessment of Unit 03.	

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
Year 2 Spring term – 1st half term				

Unit 04	<p>LO1 Understand working in the graphic design industry</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> <li>• the range of employment opportunities in graphic design</li> <li>• entry and progression routes</li> <li>• ways to present and promote work</li> <li>• the characteristics of digital and physical portfolios</li> </ul>	<p>Class discussion: What are the possible job opportunities in graphic design?</p> <p>Pair work: learners form a list of possible job opportunities, considering as many as they can. Teacher introduces some possible employment opportunities eg by use of a PowerPoint presentation.</p> <p>Learners are asked to pick 3 jobs they are interested in and research them online, providing a job description and information on the possible entry and progression routes for the job in as much detail as they can.</p> <p>Learners are asked to research different formats they could use to present and promote their work as a graphic designer. Class discussion to help generate ideas.</p> <p>Learners are asked to research examples of digital</p>	<p>To achieve above a pass at Level 2 learners must give evidence of how examples of working in the graphic design industry and presentation formats of portfolios are linked.</p>	<p><b>NB</b> A range refers to more than 3 different types of employment.</p>
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		and physical portfolios, giving examples and key characteristics of each.		
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Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 2 Spring term – 2nd half term</b>				
Unit 04	<p>LO2 Produce a graphic design portfolio</p> <p>The learner must demonstrate:</p> <ul style="list-style-type: none"> <li>• breadth of work</li> <li>• editing and selection of work</li> <li>• selection of format</li> <li>• presentation skills</li> <li>• reasons for choice</li> </ul>	<p>Class discussion - What is the purpose of a portfolio?</p> <p>Pair work: learners form a thought shower of the possible purposes of a portfolio.</p> <p>Teacher asks learners to produce a portfolio of their best graphic design work to take to an interview, in any appropriate format (using their work from LO1 to help).</p> <p>Learners are asked to review their work (including experimental work), edit it by making adjustments to size, shape or resolution/finish and make selections for the portfolio.</p>	<p>To achieve above a Pass at level 2, learners must explain their choices of format for their portfolio.</p> <p>Internal assessment of work produced for LO1 and LO2.</p>	<p>NB: learners must have a minimum of 6 completed pieces and/or experimental pieces to demonstrate their breadth of work and intentions as a graphic designer.</p> <p>Breadth would be indicated by range of disciplines (eg typography, advertising, packaging) or by examples of ideas or interpretations of themes. Work may be selected from earlier units to be used if relevant to learner's intentions.</p>

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 2 Spring term – 2nd half term</b>				
<b>External Assessment</b>	Based on Units 01-03	Use of sample external assessment papers to prepare learners.	<p>External assessment unit (1st attempt). First window for entries to external assessment unit.</p> <p>Learners have 2 attempts if needed. The external assessment paper contains 4 tasks, each task has a recommended time limit and there is a maximum of 90 marks available; learners have 10 hours in total to complete the paper</p>	NB: please see the Regulations for Conduct of External Assessment.

Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 2 Summer term – 1st half term</b>				
Unit 04	<p>LO3 Review your skills as a graphic designer</p> <p>The learner must know about:</p> <ul style="list-style-type: none"> <li>• strengths and weaknesses</li> <li>• technical skills</li> <li>• creative responses</li> <li>• presentation skills</li> </ul>	<p>Teacher asks learners to create a review of their graphic design skills throughout the course to submit alongside their portfolio, for an interview.</p> <p>To help generate ideas for the content of their review, learners create a spider diagram using the following headings as a starting point:</p> <ul style="list-style-type: none"> <li>• skills as a graphic designer thinking about strengths and weakness</li> <li>• technical skills</li> <li>• presentation of your work</li> <li>• artists and designers of interest</li> <li>• skills and techniques you have experimented with</li> <li>• styles and genres you have preferred working in.</li> </ul> <p>Learners write up their review using their spider diagram to help.</p>	Final internal assessment of Unit 04.	Second EQA visit for Unit 03/04. Banking or rejection and resubmission of grades



Unit number	Learning Outcome(s)	Teaching and Learning Activities	Assessment	Notes
<b>Year 2 Summer term – 2<sup>nd</sup> half term</b>				
<b>External Assessment</b>	Based on Units 01-03	Use of sample external assessment papers to prepare learners.	<p>External assessment unit (2<sup>nd</sup> and final attempt) Second window for entries to external assessment unit.</p> <p>The external assessment paper contains 4 tasks, each task has a recommended time limit and there is a maximum of 90 marks available; learners have 10 hours in total to complete the paper.</p>	NB: please see the Regulations for conduct of external assessment.