

# Unit 32: Designing Idents for Television

<b>Unit code:</b>	<b>D/600/6613</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>10</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

The aim of this unit is to develop understanding of and skills in the design and production of onscreen graphics and idents for television using the appropriate technologies of image manipulation and production.

## ● Unit introduction

Recently the nature of television production and broadcasting has evolved at a rapid pace. The expansion of cable, satellite and digital television broadcasting has led to a growth in the number of television channels as well as the amount of televisual content required by the new multi-channel industry.

In this ever-expanding market, the corporate identity of television production and broadcasting companies is perhaps more important than ever. With viewers being offered such a vast choice, it is of vital to ensure that the look and tone of all onscreen content is instantly recognisable and appealing to a target audience.

Within the industry, there is a great demand for individuals with both the imaginative understanding to work with a company's image and the technical ability to realise their needs. The power of a unified onscreen image is well recognised and opportunities for specialist freelance and in-house designers are wide ranging.

Whilst idents usually contain audio and visual content, this unit, in order to hone learner understanding, deals solely with the visual aspect of such creations.

This unit introduces learners to the professional techniques for the creative design and effective production of onscreen graphics and idents for television. It includes aesthetic and technical challenges in television, the needs of the viewer, the creative negotiation of a brief, team roles and related skills. In addition, the unit provides an opportunity to research the potential of the relevant technologies of image manipulation and production.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Understand the design and purpose of television idents
- 2 Understand the opportunities and limitations of onscreen graphic representation
- 3 Be able to originate and plan television idents to a brief
- 4 Be able to produce a television ident to a brief.

# Unit content

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## 1 Understand the design and purpose of television idents

*Design:* density of information; space and time; screen tempo; interaction with viewers; information-led; entertainment-led

*Purpose:* identity; branding; marketing; packaging and re-packaging; scheduling; segmentation within scheduling

## 2 Understand the opportunities and limitations of onscreen graphic representation

*Opportunities:* creation of corporate identity; display of text-based information; branding of content; creation of tone; appeal to target audience; encouragement of brand loyalty

*Limitations:* typography; resolution; colour; size; aspect-ratio; analogue and digital recording and transmission systems

*Creative communication:* enhancing ideas; pushing the technology; communicating visual ideas to a non-visual audience; creating under pressure of time and budget; appealing to a target audience; appreciation of desired tone

## 3 Be able to originate and plan television idents to a brief

*Planning:* production budget; timescales; management and roles; production paperwork; working for a client

*Design development:* storyboarding; timing animation sequences; expansion or reduction of concept to form a suite of idents

## 4 Be able to produce a television ident to a brief

*Concepts and applications:* 2D animation; 3D animation; stop motion; layering

*Digital editing:* editing software; memory; file formats

*Production management:* scheduling; meeting deadlines; management of resources; working to the client's brief; liaison with clients; client negotiation; quality management; teamworking; presentations

*Professionalism:* meeting deadlines; quality management; teamworking; effective presentation of ideas

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> describe the design and purpose of television adverts with some appropriate use of subject terminology [IE]	<b>M1</b> explain the design and purpose of television adverts with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D1</b> comprehensively explain the design and purpose of television adverts with elucidated examples and consistently using subject terminology correctly
<b>P2</b> describe opportunities and limitations of onscreen graphic representation with some appropriate use of subject terminology [IE]	<b>M2</b> explain opportunities and limitations of onscreen graphic representation with reference to detailed illustrative examples and with generally correct use of subject terminology	<b>D2</b> comprehensively explain opportunities and limitations of onscreen graphic representation with elucidated examples and consistently using subject terminology correctly
<b>P3</b> originate and plan television adverts to a brief working within appropriate conventions and with some assistance [CT]	<b>M3</b> originate and plan television adverts to a brief showing some imagination and with only occasional assistance	<b>D3</b> originate and plan television adverts to a brief showing creativity and flair, and working independently to professional expectations
<b>P4</b> produce a television advert to a brief working within appropriate conventions with some assistance. [SM]	<b>M4</b> produce a television advert to a brief working to a good technical standard showing some imagination and with only occasional assistance.	<b>D4</b> produce a television advert to a brief working to near-professional standards showing creativity and flair and working independently to professional expectations.

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

Coverage of this unit should centre on learners' analysis of the nature and purpose of existing idents, followed by exploration and practice based on their findings. Initiating discussion through brainstorming detailing learners' conception of idents and their purpose may be helpful. These sessions can be followed by group viewings and analysis of existing products. Some coverage of broader marketing techniques (such as corporate identity theories) may be useful to assist learners in understanding the promotional purposes of idents.

The case studies available on some websites may be useful for studying the notions behind ident design and the manner in which professional companies operate. Learners may evidence their progress in this element of the unit through the creation of a research portfolio, audio or video diary or perhaps an online blog. To ensure that opportunities to achieve the higher grades are included, discussion should be encouraged to progress beyond simple identification of how idents are produced towards why they are used and their relative successes. Learners must ensure that any research work collected is analysed and annotated as unconsidered research material cannot be expected to achieve a pass grade.

Careful consideration of the limitations faced by ident designers should also be evidenced. The viewing of idents followed by examples of their usage could be helpful to learners when discussing what this might involve. Viewing a suite of idents and their placing (for example, during continuity announcements, before an advert break or as an onscreen presence during broadcast) may assist learners in understanding how the varied usage of these graphics can determine their nature. Analysis of different channel and programme idents may be helpful in evaluating their quality or success.

Through debate, learners should gain a good understanding of the need to appreciate and work towards targeting a particular audience. The selection of idents aimed at a minimum of two very disparate audiences would be advisable for this purpose. Drawing out comment surrounding the choice of elements (such as colour, font, imagery, motion and composition) through discussion, analysis and investigation will allow learners to grasp fully the importance of taking the audience into account.

Working to a client brief is an important part of work in this area. Learners must understand the need for professionalism when dealing with a client and the demands of fulfilling their needs. Giving learners examples of completed documentation to guide them in producing professional standard paperwork and preparation materials may be advisable. Centres should also provide forms for learners to use for standard documentation.

Applying the knowledge gained through investigation will allow learners to consolidate their understanding and gain experience of producing products effectively. Working to a brief will allow learners to understand the demands involved and assist in shaping and formulating their conceptual development.

It is unlikely that learners will be able to work on an actual brief for a live project, though they might be able to do work linked to a production taking place in the centre or as part of a corporate or promotional programme with a real client. However, contacts in the industry could provide examples of real briefs which could be used within the centre. Alternatively, tutors can construct briefs for a fictional client, or negotiate them with learners.

Setting a brief from a fictional client would allow some control over the nature of learner ideas and be useful for learners, who can then benefit from 'client' interaction with a tutor. For example, proposing a re-branding of an existing channel or company will enable learners to investigate an existing target audience and possibly use understanding gained from analysis to improve or re-focus an approach. Ideas generation and production planning should be clearly evidenced in order to meet the grading criteria and should assist learners in carefully honing their ideas before moving on to production. Learners should be made aware, in particular, of the current trend for a series of idents produced on a particular theme. They will be required to generate several ideas for idents within a particular suite, although they will only go on to produce a single example from this range.

When moving on to the production element of the unit, learners must show that they have gone through appropriate stages of development to reach the formulation stage. Progression through the production of idents must be carefully documented to ensure appropriate evidence is produced. The completion of a production log or diary in audio, audio-visual or written form would be suitable for this, particularly if supplemented with learner-annotated screen-grabs of work in progress. Detailed explanation from learners regarding the methods employed in their work, along with comprehensive logging of progress and tutor observations, will assist in evidencing independent work. Learners should be encouraged to discuss at all times, both with friends and tutors, their decision-making processes and the reasoning behind their creative progression.

The practical formulation of idents could be completed using traditional animation techniques, such as stop-motion film, or using digital technologies and working on multimedia authoring software, video editing packages or digital animation suites. This may be initiated through workshop-based investigative or training sessions, or follow on from previous units based on the utilisation of such technology. To enable learners to reach the 'independent' requirements of the grading criteria, tutors could provide written guidance on the use of such equipment. This would also aid individual experimentation and development. Learners should be encouraged to consider the multiple uses of idents and how an idea may be adapted, though they are required by the unit to produce only one version of their chosen ident. It would be appropriate for learners to choose a motion version of their design, mirroring current industry practice.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way of planning the teaching and assessment of this unit.

Topics and suggested assignments and activities
Introduction to unit and unit assessment.
What is an ident? Tutor-led discussion on the purpose and nature of idents within the television industry.. with some coverage of broader marketing techniques (such as corporate identity theories) and the promotional purposes of idents.
Group screenings and analysis of idents focusing on purpose and nature of examples and persuasive, aspirational, informative elements of design.
Individual learner research into the concept behind a chosen ident.
<b>Assignment 1 – The Purpose and Nature of Ident Design</b> Learners will individually prepare presentations explaining their findings from investigating the purpose and design of idents They will include a range of examples of idents and explanations of how they support the points made.
Tutor-led discussion of the limitations of the ident and the challenges faced by designers, with case studies of successful and less successful ident designs.
Paired activity analysing an existing example of an ident and evaluating its strengths and weaknesses, suggesting how improvements could be made.
Visiting lecture from current designer or producer of idents discussing the challenges faced. Learners to complete a quiz sheet based on information gathered.
<b>Assignment 2 – Successes and Failures in Onscreen Graphics</b> Learners will: <ul style="list-style-type: none"><li>investigate examples of successes and failures in existing ident products</li><li>write up their findings as an illustrated report.</li></ul>
<b>Assignment 3 – Designing a Suite of Idents</b> Brief is from a new digital TV channel, The Grid, due to launch next year. They have identified their target audience as 18-30 year olds and are aiming to broadcast a mix of music videos, imported American sitcoms and youth orientated chat shows. Learners will: <ul style="list-style-type: none"><li>begin investigation into target audience and existing products</li><li>generate a theme and initial ideas for a suite of idents</li><li>produce storyboards for proposed idents and pre-production documentation for the project</li><li>prepare a pitch and proposal to a 'client'</li><li>present pitch</li><li>document decision-making process through entries into a progress blog.</li></ul>
<b>Assignment 4 – Creating an Ident</b> Learners will: <ul style="list-style-type: none"><li>select one ident from the suite and begin work on producing it according to their plans</li><li>document progress and alterations made to plans in their blogs.</li></ul>
Presentation of completed ident for peer and tutor feedback.

## Assessment

### Evidence for assessment

Evidence for the achievement of learning outcomes 1 and 2 may take many forms, including a written report, an annotated portfolio, an individual presentation, a contribution to a group discussion (recorded or witnessed via a tutor observation), a blog or a progress diary. It would not, for this unit, be appropriate to award grades on the basis of implicit understanding evident in practical work. Presentations must be recorded for the purposes of internal and external verification. If assessments based on conversations are recorded in writing (as witness or observation reports) care must be taken to ensure that at least 50 per cent of such assessments are subject to internal verification.

For some learners, a formal viva voce might be appropriate for assessing achievement of learning outcomes 1 and 2. When more than one learner in a cohort is assessed in this way care must be taken to ensure that all learners are asked equivalent questions, and that all are given equal opportunities to expand or clarify their answers. Interviewers must also ensure that questions are not phrased in such a way as to provide or suggest an answer. Formal vivas should be recorded for the purposes of internal and external verification and at least 50 per cent of such assessments must be internally verified.

Learning outcomes 3 and 4 are based largely on the application of learner understanding in response to a brief and should be informed by the understanding and knowledge gained from achieving the first two outcomes. Whether the brief is from an outside source, tutor formulated, or negotiated between the tutor and the learner, it should be clear from the evidence submitted that learners are aware of the brief and its requirements.

Achievement of learning outcome 3 could be evidenced in the form of a portfolio of development and planning materials containing things such as idea generation materials and production documents. For learning outcome 4, evidence would take the form of a resolved practical product submitted in an appropriate format such as a DVD or Mini-DV tape.

### Application of grading criteria

When applying the grading criteria, tutors should follow the advice given below. Please note that any examples of evidence given here are indicative only. This advice is not exhaustive and the examples need not specifically be included in a learner's work in order for that learner to achieve the exemplified grade.

#### Pass

To achieve a pass grade, learners must achieve all the criteria at pass level. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

*P1*: learners will provide accurate and relevant descriptions of the design and purpose of a number of idents. The quantity of idents referred to may be balanced against the fullness of the description. Thus 10 briefly described idents may demonstrate as much understanding as three more fully described examples. Whatever is being dealt with will be covered substantially – though not necessarily absolutely completely. A pass grade learner might comment, for example, 'Idents are used to tell people what channel they are watching.' This is a correct identification of one of the purposes of idents without any further attempts to explain the reasons for it.

*P2*: learners will describe accurately and relevantly some opportunities and limitations of onscreen graphic representation. A grasp of the opportunities offered by the employment of idents will be evidenced but this may be limited and will not be explored in depth. Whatever is being dealt with will be covered substantially – though not necessarily completely. A learner might note, for example, 'Those creating idents need to be careful what colours are chosen for their designs.' This evidences knowledge of one of the limitations of ident design but not an understanding of the implications.

P1 and P2: examples of idents will obviously be referred to, but descriptions will not be further exemplified by reference to details or elements of these examples. Evidence will show a basic understanding of technical terminology but learners will generally be unsure about this vocabulary and will make fairly frequent mistakes when they do use it.

P3: learners will generate some basic ideas for a series of idents on a chosen theme suitable for purpose. Their ideas may lack originality or flair but should show that they understand the concept of a suite of idents and what makes them suitable for their intended purpose. Their planning documentation may be quite brief and lacking in detail but should demonstrate that they are aware of the purpose of such activities and complete them to a level that means they can work on the next stage of their project with plans in place.

P4: learners will show an ability to produce a finished product fulfilling the basic requirements of an ident. Their work will not be highly original but will show their skills in applying their understanding of industry practice. Learners will have achieved something which will not fully realise what was intended, but the activity that led to it will have been purposeful and the outcome will have some shape, some sense of design, or the deliberate application of some technique behind it.

P3 and P4: in terms of the aesthetic or imaginative qualities of their work, learners will not move beyond the conventional, but the conventions applied will be appropriate to the context within which they are working. When engaged in practical activities, learners will need frequent assistance and support, though they will take note of and make use of this help when it is given. If they are in frequent need of such help but fail to make positive use of it they should not be considered for a pass grade for this unit.

## **Merit**

To achieve a merit grade, learners must achieve all the pass and all the merit grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

M1: learners will talk about a range of idents in such a way as to show how they came to be the way they are, and how or why they are used. In other words they will explain the design and purpose of a number of examples. A learner may state, for example, 'The way an ident looks can help to create a tone and feel that informs viewers of what they can expect from that channel's output. So the images of a library in the idents for BBC Four make the viewers know that their programmes are often about factual subjects that give you information, like books do'

M2: learners will give an explanation of the opportunities and limitations facing ident designers showing what effect a limitation might have on a designer's work. A merit grade learner may note, for example, 'Considering the speed of movement in an ident is important, as if it moves too fast viewers may not take all of the important information on board or continuity announcers may not have enough time to use them effectively.'

M1 and M2: explanations will be exemplified by detailed reference to elements of the examples being discussed. However, learners will not elucidate these examples to show how they illustrate the point they support. Learners will use technical vocabulary for the most part correctly, but may make mistakes or be unsure about usages at times.

M3: learners will generate imaginative concepts for a number of suitable idents within a suite. They will produce appropriate planning materials to realise these ideas effectively. Learners working at this grade will document the decision-making process in some detail. They will approach tasks methodically and with adequate preparation, ideas being worked out and presented neatly.

M4: the product will demonstrate good practical skills stemming from sound understanding. Learners will show facility and some confidence in relation to skills and the handling of equipment. Processes will be undertaken with care and, generally speaking, thought will be put into the work.

M3 and M4: learners will still be working within recognisable generic conventions, but there will be some imaginative thought behind the work so that technical skills and codes and conventions will be employed with some inventiveness. When engaged in practical activities, learners will need occasional support, particularly when dealing with more complex technology or trying to apply more sophisticated techniques. Like the pass grade learner, they will benefit from it.

### **Distinction**

To achieve a distinction grade, learners must achieve all the pass, all the merit and all the distinction grade criteria. For each of the criteria learners must present evidence that addresses each italicised sub-heading of the content for the learning outcome.

D1 and D2: when discussing design and purpose of idents, and the opportunities and limitations for designers, learners will justify points made using supporting arguments or evidence, will develop ideas critically (ie, compare, assess and discriminate) and draw out of an example precisely what it is about it that exemplifies the point it illustrates. Distinction grade learners might make statements such as, 'BBC2's current idents often feature holes or portals in things that are in the shape of the number 2. Things like an opening in a tent or a stencil creating a shape in chocolate on the top of a cup of coffee suggest things that people associate with leisure time and fun activities. Also featuring a hole or something you look through suggests you are seeing the world through the number two as if you are looking through the two to see the real picture – a quality people would then associate with BBC2' Technical vocabulary will be secure and used correctly and confidently at all times.

D3 and D4: ideas will be original, planning will be done fully and in detail and to a near-professional standard. When generating ideas, learners will be able to demonstrate a very good understanding of the concept of developing a suite of idents and their plans should reflect how these products would sit as a cohesive ident package. Technical skills will also be approaching the professional level. Learners will apply their technical skills not just with imagination but with ingenuity and even elegance, and codes and conventions will be used with occasionally surprising results. In all practical activity learners will be capable of working autonomously and effectively. The term 'working independently' means that they are able to work on their own initiative, do not need constant support or supervision, give the work their full commitment, work positively and cooperatively with others, and meet deadlines. In other words, they have the kind of self-management skills that would be expected of them in a professional context. Note also that this criterion should not be taken to mean that learners do not seek advice or that they work without discussing things with their tutor, but rather that they are not dependent upon the support of others and that when they take advice they weigh it carefully for themselves.

## Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, M1, D1	Assignment 1 – The Purpose and Nature of Ident Design	Brief to produce a PowerPoint presentation explaining the purpose and design of idents within a televisual content as a teaching aid for next year's cohort of learners.	<ul style="list-style-type: none"> <li>Printed PowerPoint slides.</li> <li>Portfolio of notes and cue cards for presentation.</li> <li>Record of presentation.</li> <li>Tutor observation sheet.</li> </ul>
P2, M2, D2	Assignment 2 – Successes and Failures in Onscreen Graphics	Brief to explain the opportunities that using onscreen graphics as idents bring to broadcasters and producers. To be used on the website of a company that produces idents.	<ul style="list-style-type: none"> <li>All research notes.</li> <li>Written report with illustrative images.</li> </ul>
P3, M3, D3	Assignment 3 – Designing a Suite of Idents	Brief from a new digital TV channel, The Grid to produce a suite of idents.	<ul style="list-style-type: none"> <li>Pre-production portfolio.</li> <li>Written proposal.</li> <li>All notes and preparatory material for pitch.</li> <li>Recording of pitch.</li> <li>Tutor observation form.</li> <li>Commentary on decision making process on blog.</li> </ul>
P4, M4, D4	Assignment 4 – Creating an Ident	As above.	<ul style="list-style-type: none"> <li>All production documentation and preparatory materials.</li> <li>Completed ident, presented in an appropriate medium.</li> <li>Commentary on changes to plans or proposed ideas in blog.</li> </ul>

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Creative Media Production suite. This unit has particular links with the following units in the BTEC Creative Media Production suite:

Level 2	Level 3
Video Production	Advertisement Production for Television
Digital Graphics for Interactive and Print-Based Media	Motion Graphics and Compositing Video
	Digital Graphics for Interactive Media

There are opportunities to relate work done for this unit to Skillsset National Occupational Standards in Design For the Moving Image as follows:

- DMI1 Assist with the technical design process
- DMI3 Contribute to the production of designs using IT
- DMI6 Liaise with decision makers regarding the adaptation of existing design solutions
- DMI10 Research requirements based on the design brief
- DMI31 Edit graphic sequences to specification
- DMI35 Create graphics to specification
- DMI37 Monitor the realisation of graphic design solutions
- DMI41 Contribute to the production of animated images
- DMI45 Produce animated images.

### Essential resources

Learners will need a variety of examples of adverts both in static and motion forms. Access to internet resources would be advisable, particularly for the investigation of past practice.

Facilities to enable the completion of moving image products (largely animation) will be needed. Whilst it is unlikely, given the industry, that large amounts of self-sourced material will be used, this eventuality should be provided for. Editing suites and associated software, high-specification PCs with digital animation or multimedia authoring software or stop-motion video production facilities should be provided.

## Employer engagement and vocational contexts

Centres should aim to incorporate contact with practitioners from relevant fields wherever possible in teaching of this unit. Visiting lectures from graphic designers, brand management consultants or digital graphic artists may all benefit learners. Site visits to television companies or design houses will also be helpful.

Skillset, the Sector Skills Council for the creative media sector, has a substantial section of its website dedicated to careers, including job descriptions – [www.skillset.org/careers/](http://www.skillset.org/careers/).

Further general information on work-related learning can be found at the following websites:

- [www.aimhighersw.ac.uk/wbl.htm](http://www.aimhighersw.ac.uk/wbl.htm) – work-based learning guidance
- [www.businesslink.gov.uk](http://www.businesslink.gov.uk) – local, regional business links
- [www.nebpn.org](http://www.nebpn.org) – National Education and Business Partnership Network
- [www.vocationallearning.org.uk](http://www.vocationallearning.org.uk) – Learning and Skills Network
- [www.warwick.ac.uk/wie/cei](http://www.warwick.ac.uk/wie/cei) – Centre for Education and Industry, University of Warwick – work experience and workplace learning frameworks.

## Indicative reading for learners

### Textbooks

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Student Book* (Pearson, 2010) ISBN 978-1846906725

Baylis P, Freedman A, Procter N et al – *BTEC Level 3 National Creative Media Production, Teaching Resource Pack* (Pearson, 2010) ISBN 978-1846907371

Cullen C – *Identity Solutions* (Writer's Digest Books, 2003) ISBN 978-1581804072

English M – *Designing Identity* (Rockport Publishers, 2000) ISBN 978-1564966803

Knapp P – *Designing Corporate Identity: Graphic Design as a Business Strategy* (Rockport, 2001) ISBN 978-1564967978

Lambie-Nairn M – *Brand Identity for Television: With Knobs On* (Phaidon, 1997) ISBN 978-0714834474

McDowell W – *Branding TV: Principles and Practices* (Focal Press, 2005) ISBN 978-0240807539

### Websites

[www.idents.tv/blog](http://www.idents.tv/blog) – this site has streaming video of TV idents from around the world, including many UK channels

[www.lambie-nairn.com](http://www.lambie-nairn.com) – the website of the creators of several ident campaigns for TV stations which features a number of detailed case studies; of particular interest may be their work on building a corporate identity for and rebranding BBC One

[www.transdiffusion.org/emc/ident](http://www.transdiffusion.org/emc/ident) – this site has an archive of idents past and present, some analysis of ident design and comment on contemporary idents and their usage

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	investigating existing examples of idents and analysing their function and fitness for purpose
<b>Creative thinkers</b>	generating ideas and proposals for their own ident designs
<b>Self-managers</b>	working on creating their own designs, monitoring how well they meet their original plans and managing their time.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Reflective learners</b>	working on creating their planned designs and reflecting on how they meet the intentions set out in their plans
<b>Team workers</b>	working with others to investigate and analyse ident production.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	creating idents that combine text with visual material
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	using CD ROMs or the internet to investigate past and current practice
<b>ICT – Develop, present and communicate information</b>	
Bring together information to suit content and purpose	presenting findings and research into the effectiveness of existing idents
Present information in ways that are fit for purpose and audience	presenting findings and research into the effectiveness of existing idents
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	analysing existing idents or discussing opportunities and limitations of ident design producing a presentation or the planning for the final product to be 'pitched' to a client in the form of a presentation
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching into past idents and campaigns
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing a proposal for an ident writing a commentary on past and current practice.