



Pearson BTEC Level 1 Award in Graphic Design

Specification

BTEC Specialist qualification

For first teaching September 2010

Issue 2

Edexcel, BTEC and LCCI qualifications

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This specification is Issue 2. Key changes are listed in the summary table on the next page. We will inform centres of any changes to this issue. The latest issue can be found on the Pearson website: qualifications.pearson.com

This qualification was previously known as:

Pearson BTEC Level 1 Award in Graphic Design (QCF)

The QN remains the same.

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Summary of Pearson BTEC Level 1 Award in Graphic Design specification Issue 2 changes

Summary of changes made between previous issue and this current issue	Page number
All references to QCF have been removed throughout the specification	
Definition of TQT added	1
Definition of sizes of qualifications aligned to TQT	1
TQT value added	6
Guided learning definition updated	14
QCF references removed from unit titles and unit levels in all units	17-54
The Level 1 Certificate and Diploma and the Level 2, Award, Certificate and Diploma in Graphic Design have been removed from the specification as they are no longer available.	

Earlier issue(s) show(s) previous changes.

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Welcome to Pearson BTEC Level 1 Award in Graphic Design

This document contains the units and associated guidance for the Pearson BTEC Level 1 Award in Graphic Design.

This qualification is designed to meet a range of different needs. It offers:

- the opportunity to certificate smaller blocks of learning, which are designed to motivate learners and encourage widening participation in education and training
- a course that relate to the particular training and employment patterns in the graphic design industry
- the opportunity to use a range of teaching methods
- opportunities for learners to develop skills that support career and professional development
- a programme that can enable progression either to higher levels of study or to other courses at the same level of study.

Straightforward to implement, teach and assess

Implementing BTECs couldn't be easier. They are designed to easily fit into your curriculum and can be studied independently or alongside existing qualifications, to suit the interests and aspirations of learners. The clarity of assessment makes grading learner attainment simpler.

Engaging for everyone

Learners of all abilities flourish when they can apply their own knowledge, skills and enthusiasm to a subject. BTEC qualifications make explicit the link between theoretical learning and the world of work by giving learners the opportunity to apply their research, skills and knowledge to work-related contexts and case studies. These applied and practical BTEC approaches give all learners the impetus they need to achieve and the skills they require for workplace or education progression.

Recognition

BTECs are understood and recognised by a large number of organisations in a wide range of sectors. BTEC qualifications are developed with key industry representatives and Sector Skills Councils (SSC) to ensure that they meet employer and learner needs – in this case Creative and Cultural Skills, the Sector Skills Council for crafts, cultural heritage, design, literature, music, performing, and visual arts, the Design Council, and Skillset, the Sector Skills Council for the creative media industries. Many industry and professional bodies offer successful BTEC learners exemptions for their own accredited qualifications.

All you need to get started

To help you off to a flying start, we've developed an enhanced specification that gives you all the information you need to start teaching BTEC. This includes:

- a framework of equivalencies, so you can see how this qualification compares with other Pearson vocational qualifications
- information on rules of combination, structures and quality assurance, so you can deliver the qualification with confidence
- explanations of the content's relationship with the learning outcomes
- guidance on assessment, and what the learner must produce to achieve the unit.

Don't forget that we're always here to offer curriculum and qualification updates, local training and network opportunities, advice, guidance and support.

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What are BTEC Specialist qualifications?

BTEC Specialist qualifications are work-related qualifications available from Entry to Level 3 in a range of sectors. They give learners the knowledge, understanding and skills they need to prepare for employment in a specific occupational area. The qualifications also provide career development opportunities for those already in work. The qualifications may be offered as full-time or part-time courses in schools or colleges. Training centres and employers may also offer these qualifications.

Sizes of Specialist qualifications

For all regulated qualifications, Pearson specify a total number of hours that it is estimated learners will require to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve tutors and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or supervised conditions.

In addition to guided learning, other required learning directed by tutors or assessors will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with users of the qualifications.

BTEC Specialist qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

Key features of the Pearson BTEC Level1 in Graphic Design

At Level 1 the focus is on the basic skills and knowledge required to work as a graphic designer.

The Pearson BTEC Level 1 Award in Graphic Design has been developed to give learners the opportunity to:

- engage in learning that is relevant to them and which will provide opportunities to develop a range of skills and techniques in graphic design, and the personal skills and attributes essential for successful performance in working life
- achieve a nationally recognised Level 1 vocationally related qualification in graphic design
- possibly progress to employment in a graphic design-related job
- progress to related general and/or vocational qualifications.

National Occupational Standards

Where relevant, Pearson BTEC Level 1 qualifications are designed to provide some of the underpinning knowledge and understanding for the National Occupational Standards (NOS), as well as developing practical skills in preparation for work and possible achievement of NVQs in due course. NOS form the basis of National Vocational Qualifications (NVQs). Pearson BTEC Level 1 qualifications do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context.

Each unit in the specification identifies links to elements of the NOS in *Annexe C*.

The Pearson BTEC Level 1 Award in Graphic Design relates to the following National Occupational Standards:

Creative and Cultural Skills

Design

Skillset

Animation

Design for the Moving Image

Interactive Media and Computer Games

Photo Imaging.

BTEC Specialist qualification title covered by this specification

Pearson BTEC Level 1 Award in Graphic Design

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

The Qualification Number (QN) should be used by centres when they wish to seek public funding for their learners. Each unit within a qualification will also have a unit code.

The qualification and unit codes will appear on learners' final certification documentation.

The Qualification Number for the qualification in this publication is:

Pearson BTEC Level 1 Award in Graphic Design 501/0579/6

These qualification titles will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson.

Rules of combination

The rules of combination specify the credits that need to be achieved, through the completion of particular units, for the qualification to be awarded.

Rules of combination

When combining units for the Pearson BTEC Level 1 Award in Graphic Design, it is the centre's responsibility to ensure that the following rules of combination are adhered to.

Pearson BTEC Level 1 Award in Graphic Design

1. The Total Qualification Time (TQT) for this qualification is 100.
2. The Guided Learning Hours (GLH) for this qualification is 60.
3. Qualification credit value: a minimum of 10 credits.
4. Minimum credit to be achieved at, or above, the level of the qualification: 10 credits.

All credits must be achieved from the units listed in this specification.

Pearson BTEC Level 1 Award in Graphic Design

The Pearson BTEC Level 1 Award in Graphic Design is a 10-credit and 60-guided-learning-hour (GLH) qualification.

To achieve the whole qualification, a learner must successfully complete **10 credits** from the following specialist optional units.

Pearson BTEC Level 1 Award in Graphic Design			
Unit	Specialist optional units	Credit	Level
1	Graphic Materials, Techniques and Processes	10	1
2	Visual Language in Graphic Design	10	1
3	Letterforms and Words in Graphic Design	10	1
4	Formal Drawing Techniques	10	1
5	Digital Media in Art and Design	10	1
6	Working to Graphic Design Briefs	10	1

Assessment

All units within this qualification are internally assessed. The qualification is criterion referenced, based on the achievement of all the specified learning outcomes.

Each unit within the qualification has specified assessment criteria and grading criteria which must be used. A summative unit grade can be awarded at pass, merit or distinction:

- To achieve a 'pass' a learner must have successfully completed **all** the assessment criteria
- To achieve a 'merit' a learner must **additionally** have successfully completed **all** the merit grading criteria
- To achieve a 'distinction' a learner must **additionally** have successfully completed **all** the distinction grading criteria.

Guidance

The purpose of assessment is to ensure that effective learning has taken place to give learners the opportunity to:

- meet the standard determined by the assessment criteria and
- achieve the learning outcomes.

All the assignments created by centres should be reliable and fit for purpose, and should be built on the unit assessment criteria. Assessment tasks and activities should enable learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria. Centres should enable learners to produce evidence in a variety of different forms, including performance observation, presentations and posters, along with projects, or time-constrained assessments.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for learners to adopt, and making maximum use of practical activities. The creation of assignments that are fit for purpose is vital to achievement and their importance cannot be over-emphasised.

The assessment criteria must be clearly indicated in the assignments briefs. This gives learners focus and helps with internal verification and standardisation processes. It will also help to ensure that learner feedback is specific to the assessment criteria.

When designing assignments briefs, centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current, ie to reflect the most recent developments and issues
- local, ie to reflect the employment context of the delivering centre
- flexible to reflect learner needs, ie at a time and in a way that matches the learner's requirements so that they can demonstrate achievement.

Qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade.

In Pearson BTEC Level 1 Specialist qualifications each unit has a credit value which specifies the number of credits that will be awarded to a learner who has achieved the learning outcomes of the unit. This has been based on:

- one credit for those learning outcomes achievable in 10 hours of learning time
- learning time being defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria
- the credit value of the unit remaining constant regardless of the method of assessment used or the qualification to which it contributes.

Quality assurance of centres

Pearson BTEC Level 1 qualifications provide a flexible structure for learners enabling programmes of varying credits and combining different levels. For the purposes of quality assurance, all individual qualifications and units are considered as a whole.

Centres delivering Pearson BTEC Level 1 must be committed to ensuring the quality of the units and qualifications they deliver, through effective standardisation of assessors and verification of assessor decisions. Centre quality assurance and assessment is monitored and guaranteed by Pearson.

The Pearson quality assurance processes will involve:

- centre approval for those centres not already recognised as a centre for BTEC qualifications
- approval for the Pearson BTEC Level 1 qualifications and units
- **compulsory** Pearson-provided training and standardisation for internal verifiers and assessors leading to the accreditation of lead internal verifiers via the OSCA system
- quality review of the centre verification practice
- centre risk assessment by Pearson of overarching processes and quality standards
- remedial training and/or assessment sampling for centres identified through standardisation or risk assessment activities as having inadequate quality, assessment or internal verification processes.

Approval

Centres are required to declare their commitment to ensuring the quality of the programme of learning and providing appropriate assessment opportunities for learners that lead to valid and accurate assessment outcomes. In addition, centres will commit to undertaking defined training and online standardisation activities.

Centres already holding BTEC approval are able to gain qualification approval online. New centres must complete a centre approval application.

Quality Assurance Guidance

Details of quality assurance for Pearson BTEC Level 1 qualifications are set out in centre guidance which is published on our website (qualifications.pearson.com).

Programme design and delivery

Mode of delivery

Pearson does not normally define the mode of delivery for Pearson BTEC Entry to Level 3 qualifications. Centres are free to offer the qualifications using any mode of delivery (such as full-time, part-time, evening only, distance learning) that meets their learners' needs. Whichever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. The use of assessment evidence drawn from learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the qualification by:

- liaising with employers to ensure a course relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experience of work and life that learners bring to the programme.

Resources

Pearson BTEC Level 1 qualifications are designed to give learners an understanding of the skills needed for specific vocational sectors. Physical resources need to support the delivery of the programme and the assessment of the learning outcomes, and should therefore normally be of industry standard. Staff delivering programmes and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to gain approval from Pearson.

Where specific resources are required these have been indicated in individual units in the *Essential resources* sections.

Delivery approach

It is important that centres develop an approach to teaching and learning that supports the vocational nature of Pearson BTEC Level 1 qualifications and the mode of delivery. Specifications give a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practical application and that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activity within the sector. Maximum use should be made of learners' experience.

Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the qualifications.

Centres are required to recruit learners to BTEC qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification. Centres should consult Pearson's policy on learners with particular requirements.

Centres will need to review the entry profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher level qualification.

Restrictions on learner entry

The Pearson BTEC Level 1 Award in Graphic Design is accredited for learners aged 14 and above.

Access arrangements and special considerations

Pearson's policy on access arrangements and special considerations for BTEC and Edexcel NVQ qualifications aims to enhance access to the qualifications for learners with disabilities and other difficulties (as defined by the Equality Act 2010) without compromising the assessment of skills, knowledge, understanding or competence.

Further details are given in the policy document *Access Arrangements and Special Considerations for BTEC and Edexcel NVQ Qualifications*, which can be found on the Edexcel website (www.edexcel.com). This policy replaces the previous Pearson policy (*Assessment of Vocationally Related Qualifications: Regulations and Guidance Relating to Learners with Special Requirements, 2002*) concerning learners with particular requirements.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences in and outside the workplace, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. If the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be sufficient, reliable and valid.

Further guidance is available in our policy document *Recognition of Prior Learning Policy and Process*, available on our website, qualifications.pearson.com

Unit format

All units in Pearson BTEC Level 1 Specialist qualifications have a standard format. The unit format is designed to give guidance on the requirements of the qualification for learners, tutors, assessors and those responsible for monitoring national standards.

Each unit has the following sections.

Unit title

This is the formal title of the unit that will appear on the learner's certificate.

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

When a learner achieves a unit, they gain the specified number of credits.

Guided learning hours

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Unit aim

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

Unit introduction

The unit introduction gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit introduction also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

Learning outcomes

The learning outcomes of a unit set out what a learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria and grading grid

The assessment criteria of a unit specify the standard a learner is expected to meet to demonstrate that a learning outcome, or set of learning outcomes, has been achieved. The learning outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the unit.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of the related National Occupational Standards (NOS), where relevant. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the unit.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

Relationship between content and assessment criteria

The learner should have the opportunity to cover all of the unit content.

It is not a requirement of the unit specification that all of the content is assessed. However, the indicative content will need to be covered in a programme of learning in order for learners to be able to meet the standard determined in the assessment criteria.

Content structure and terminology

The information below shows the unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is shown in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in plain text and amplify the sub-heading. The elements must be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of content which must be covered in the delivery of the unit.
- 'eg' is a list of examples, used for indicative amplification of an element (that is, the content specified in this amplification could be covered or could be replaced by other, similar material).

Essential guidance

This section gives tutors additional guidance and amplification to aid understanding and a consistent level of delivery and assessment. It is divided into the following sections.

- *Delivery* – explains the content's relationship to the learning outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.
- *Assessment* – gives amplification about the nature and type of evidence that learners need to produce in order to achieve the unit. This section should be read in conjunction with the assessment criteria.
- *Essential resources* – identifies any specialist resources needed to allow learners to generate the evidence required for each unit. The centre will be asked to ensure that any requirements are in place when it seeks approval from Pearson to offer the qualification.
- *Indicative resources* – gives a list of learner resource material that benchmarks the level of study.

Units

Unit 1: Graphic Materials, Techniques and Processes

Unit 2: Visual Language in Graphic Design

Unit 3: Letterforms and Words in Graphic Design

Unit 4: Formal Drawing Techniques

Unit 5: Digital Media in Art and Design

Unit 6: Working to Graphic Design Briefs

Unit 1: Graphic Materials, Techniques and Processes

Unit reference number: T/602/1005

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to enable learners to explore and develop skills and knowledge in the use of basic materials, techniques and processes within graphic design.

Unit introduction

In this unit learners will have the opportunity to practise skills with graphic materials, techniques and processes through experimentation and development of ideas. Learners will explore and discover different graphic materials, papers, surfaces and techniques, to develop skills and safe working practice.

Learning outcomes

To achieve this unit a learner must:

- 1 Be able to explore graphic materials, techniques and processes
- 2 Be able to use graphic materials, techniques and processes safely
- 3 Be able to develop own ideas using graphic materials, techniques and processes
- 4 Be able to comment on own use of graphic materials, techniques and processes.

Unit content

1 **Be able to explore graphic materials, techniques and processes**

Graphic materials: cards and papers eg cartridge, layout, illustration, watercolour, tracing, foils, acetate, stencil film, handmade papers, decorative papers, canvas, plastics; wet materials eg watercolour, acrylic paint, oil paint, poster paint, gouache, printing inks, marker pens; dry materials eg pencils, drawing sticks, pastels, charcoal, pens, chalks; digital eg computers, scanners, cameras, photocopies; joining methods eg glue sticks, PVA, glue guns, double-sided tapes, masking tape/fluids, erasers, collage, montage, layering, masking

2 **Be able to use graphic materials, techniques and processes safely**

Graphic processes: 2D processes eg mark-making, drawing, painting, mixed media work, collage, montage, thumbnail sketching, storyboards, layouts, digital image making; printing eg stencil, mono print, lino print, screen print, collagraph, photocopying; 3D processes eg paper and card engineering, model making, mixed media work, mock-ups, packaging

Safe working: cutting tools eg knives, blades, scalpels, straight edges, cutting mats; other cutting tools eg lino cutters, scissors, guillotines; studio guidelines for safe working practice

3 **Be able to develop own ideas using graphic materials, techniques and processes**

Application: development eg mind map, mood board, concept sheets, proposals; planning eg layout, roughs, thumbnails, storyboards; testing eg experimentation, review, sampling, drafts, models, mock-ups; resolution eg finished pieces, presentation work, visuals

4 **Be able to comment on own use of graphic materials, techniques and processes**

Evaluation: comment on own work; strengths and weaknesses; evidence eg sketchbook annotations, written notes, verbal feedback, tape or video recordings, witness statements or illustrated oral presentations

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of 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:
<p>P1 explore basic graphic materials, techniques and processes</p> <p>P2 use graphic materials, techniques and processes safely</p> <p>P3 show some development of own ideas through the use of graphic materials, techniques and processes</p> <p>P4 comment on own use of graphic materials, techniques and processes.</p>	<p>M1 explore graphic materials, techniques and processes competently</p> <p>M2 competently use graphic techniques and processes safely</p> <p>M3 competently use graphic materials, techniques and processes effectively to develop own ideas</p> <p>M4 competently comment on own use of graphic materials, techniques and processes.</p>	<p>D1 explore a wide range of graphic materials</p> <p>D2 confidently use a range of graphic techniques and processes creatively and safely</p> <p>D3 confidently use a wide range of graphic materials, techniques and processes imaginatively to develop own ideas</p> <p>D4 confidently comment on own use of graphic materials, techniques and processes.</p>

Essential guidance

Delivery

Learners should explore and experiment with a range of 2D and 3D graphic materials, techniques and processes. Ideally, learners should work to a set theme, project or brief, and adhere to all aspects of current legislation regarding health and safety practices in studios and workshops, in accordance with COSHH guidelines. Learners should be encouraged to develop a creative and questioning approach to developing ideas through the use of materials, techniques and processes.

Assessment

Evidence for this unit will come from practical activities and the exploration of materials, techniques and processes. The evidence may be presented in an appropriate format such as a sketchbook or worksheets. Learners will comment on their work and this may be sketchbook annotations, written notes, verbal feedback, tape or video recordings, witness statements or illustrated oral presentations.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience. A lecture or visit by an artist, designer, craftworker, programmer or practitioner local to the centre may provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk.

Business and finance advice:

- local and regional business links – www.businesslink.gov.uk.

Links with employers are essential to the delivery of the programme for work experience and future employment. Assignments should be vocationally relevant; centres should consider the delivery of 'live projects' for example to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, textiles and fashion, provides details on its website (www.skillset.org) about careers and the industry and has a regularly updated news and events page.

Essential resources

The focus of this unit is on exploring materials and equipment used for graphic design. The resources needed for this unit include digital media with associated hardware and software. Although the learner may only have a limited amount of access at this stage they should be learning about industry standard studio tools and equipment and the current related journals and reference materials.

Indicative resources

Textbooks

Livingston A and Livingston L – *The Thames and Hudson Dictionary of Graphic Design and Designers, Revised edition* (Thames & Hudson, 2003)
ISBN 978-0500203538

Pipes A – *Production for Graphic Designers* (Laurence King Publishing, 2009)
ISBN 978-1856696012

Smith R – *The Artist's Handbook* (Dorling Kindersley, 2009) ISBN 978-1405348775

Journals

Creative Review

Design Week

Eye

Grafik

Websites

www.designcouncil.org.uk Information about jobs, competitions, trends and current design practice

www.yourcreativefuture.org.uk Website offering career information and advice about working in the creative industries.

www.youthdesigner.com Tips and resources about graphic design

Unit 2: Visual Language in Graphic Design

Unit reference number: Y/602/0428

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

This unit will enable learners to acquire the visual language of graphic design and explore this in their own work through the application of formal elements, mark-making and making skills.

Unit introduction

This unit aims to enable learners to develop their own skill in using and understanding visual language in graphic design. Learners should explore the use of visual language and formal elements through the creative and considered use of imagery, mark-making and making in their own work.

Learning outcomes

To achieve this unit a learner must:

- 1 Be able to use 2D and 3D mark-making and making skills
- 2 Be able to use formal elements in own work
- 3 Be able to explore visual language in own work
- 4 Be able to comment on the use of visual language in own work.

Unit content

1 **Be able to use 2D and 3D mark-making and making skills**

Two dimensional mark-making skills: drawing; printing; layering; montage; collage; paint techniques

Three dimensional mark-making and making: paper engineering eg packaging models, maquettes, cutting, scoring, joining, folding, layering; safe working

2 **Be able to use formal elements in own work**

Formal elements: line; tone; form; colour; pattern; texture; composition; scale

3 **Be able to explore visual language in own work**

Explore visual language: using mark-making to express meaning eg signs, symbols, creative use of formal elements, typography, text, image, colour schemes, proportion, scale, texture; methods eg working to music, responding to text, automatic drawing, using imagery, expressive mark-making, using imagery

4 **Be able to comment on the use of visual language in own work**

Evaluation: comment on own work; strengths and weaknesses; evidence eg sketchbook annotations, written notes, verbal feedback, recordings, witness statements, illustrated oral presentations

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of 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:
<p>P1 use different 2D and 3D mark-making and making skills</p> <p>P2 use appropriate formal elements in own work</p> <p>P3 explore visual language in own work</p> <p>P4 comment on the strengths and weaknesses of the use of visual language in own work.</p>	<p>M1 use a range of different 2D and 3D mark-making and making skills</p> <p>M2 use formal elements in own work competently</p> <p>M3 explore visual language in own work competently</p> <p>M4 competently comment on the use of visual language in own work.</p>	<p>D1 use a wide range of 2D and 3D mark-making and making skill</p> <p>D2 use formal elements in own work creatively</p> <p>D3 explore visual language in own work creatively</p> <p>D4 confidently comment on the use of visual language in own work.</p>

Essential guidance

Delivery

For this unit learners should look at and interpret a range of images to understand visual language and the way formal elements are used to give meaning – for example, how red gives a sense of warmth and blue a sense of coolness or freshness. Introducing learners to the basics of visual language will enable them to use visual language in their own work.

In this unit learners should experiment with a range of formal elements, mark-making and making techniques in their own themed project work.

Assessment

Evidence for this unit will come from practical activities associated with the exploration of visual language. The evidence may be presented as a sketchbook, worksheets, samples, models, illustrations or other creative use of visual language.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience. A lecture or visit by an artist, designer, craftworker, programmer or practitioner local to the centre may provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk.

Business and finance advice:

- local and regional business links – www.businesslink.gov.uk.

Links with employers are essential to the delivery of the programme for work experience and future employment. Assignments should be vocationally relevant; centres should consider the delivery of 'live projects' for example to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, textiles and fashion, provides details on its website (www.skillset.org) about careers and the industry and has a regularly updated news and events page.

Essential resources

The resources for this unit include digital media with associated hardware and software, studio tools and equipment and related journals and reference materials. This unit can be taught in a drawing studio or classroom.

Indicative resources

Textbooks

Livingston A and Livingston L – *Dictionary of Graphic Design and Designers, Revised edition* (Thames & Hudson, 2003) ISBN 978-0500203538

Pipes A – *Production for Graphic Designers* (Laurence King Publishing, 2009) ISBN 978-1856696012

Smith R – *The Artist's Handbook* (Dorling Kindersley, Nov 2009) ISBN 978-1405348775

Journals

Creative Review

Design Week

Eye

Grafik

Websites

www.designcouncil.org.uk	Information about jobs, competitions, trends and current design practice
www.yourcreativefuture.org.uk	Website offering career information and advice about working in the creative industries
www.youthdesigner.com	Tips and resources about graphic design

Unit 3: Letterforms and Words in Graphic Design

Unit reference number: Y/602/0431

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

This unit aims to develop learners' skills in exploring basic elements of letterform design and creative use of word-images.

Unit introduction

Learners will research how letterforms can be used creatively in design. This will be through exploring form and shape in two and three dimensions, and by exploring ways of developing type and using words and text in graphics outcomes. Learners will investigate and gather visual research on a range of letterforms and their creative use on the page or on screen. Learners should be encouraged to use correct terminology to describe the letterforms they have researched and how these have helped to express and communicate the meaning of words. Learners should explore and use a range of materials and design methods for their investigation applying skills in developing graphic design work using letterforms and words.

Learning outcomes

To achieve this unit a learner must:

- 1 Be able to investigate letterforms and their use as words
- 2 Be able to create own designs exploring letterforms and their use as words
- 3 Be able to use drawing, mark-making and making techniques
- 4 Understand own work.

Unit content

1 **Be able to investigate letterforms and their use as words**

Letterforms: fonts; typefaces; printed text eg newspapers, magazines, packaging, posters, signs, digital; three dimensional eg embossed, recessed, raised; hand-generated eg freehand drawn, painted, frottage, calligraphy, mono printing

Terminology: technical language eg typeface, font, upper/lower case, serif/sans serif, light, normal, bold, italic, composition, positive/ negative spacing

2 **Be able to create own designs exploring letterforms and their use as words**

Exploring letterforms: pattern making (repeat, side by side, overlaid, spiralling, small to large, outline, solid, shape, size, balance, symmetry, composition, positive and negative spaces)

Visually expressive words: select; typeface; experiment (size, composition, given frame, media, materials, communicate meaning visually eg words (bang, swift, breeze, solid)

3 **Be able to use drawing, mark-making and making techniques**

2D media: drawing materials eg pencils, charcoal, paints, pens, markers, cut out paper, card shapes, printing, stamps

3D making: craft skills eg material cutting, bending, folding, joining

4 **Understand own work**

Evaluation: comment on own work; strengths and weaknesses; evidence eg sketchbook annotations, written notes, verbal feedback, recordings, witness statements, illustrated oral presentations

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of 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:
<p>P1 investigate a limited range of letterforms and their use as words</p> <p>P2 create own designs exploring letterforms and their use as words with limited skill</p> <p>P3 use basic drawing, mark-making and making techniques</p> <p>P4 discuss the strengths and weaknesses of own work.</p>	<p>M1 competently investigate a range of letterforms and their use as words</p> <p>M2 create own designs exploring letterforms and their use as words effectively</p> <p>M3 effectively use drawing, mark-making and making techniques</p> <p>M4 explain the work produced.</p>	<p>D1 confidently investigate diverse letterforms and their use as words</p> <p>D2 create own designs exploring letterforms and their use as words creatively</p> <p>D3 creatively use drawing, mark-making and making techniques</p> <p>D4 justify the work produced.</p>

Essential guidance

Delivery

This unit is intended to encourage learners to explore and use letterforms and words in graphic design. Delivery of this unit should be based on practical studio and workshop activities. The focus is to explore letterforms and words and investigate using text creatively.

Assessment

This unit will be assessed through the practical work produced by the learner in the form of design sheets or sketchbook ideas with appropriate annotations. Learners will need to describe their work and this may take various forms such as sketchbook annotations, written notes, verbal feedback, tape or video recordings, witness statements or illustrated oral presentations. The assessment of this unit will be through observation, ongoing feedback and work undertaken.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience. A lecture or visit by an artist, designer, craftworker, programmer or practitioner local to the centre may provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk.

Business and finance advice:

- local and regional business links – www.businesslink.gov.uk.

Links with employers are essential to the delivery of the programme for work experience and future employment. Assignments should be vocationally relevant; centres should consider the delivery of 'live projects' for example to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, textiles and fashion, provides details on its website (www.skillset.org) about careers and the industry and has a regularly updated news and events page.

Essential resources

The resources for this unit include digital media with associated hardware and software, studio tools and equipment and related journals and reference materials.

Indicative resources

Textbooks

Jaspert W, Turner Berry W and Johnson A F – *Encyclopaedia of Typefaces: The Standard Typography Reference Guide* (Cassell Illustrated, 2009)
ISBN 978-1844036707

Livingston A and Livingston L – *Dictionary of Graphic Design and Designers, Revised edition* (Thames & Hudson, 2003) ISBN 978-0500203538

Meggs P B – *Meggs' History of Graphic Design* (John Wiley and Sons, 2006)
ISBN 978-0471699026

Smith R – *The Artist's Handbook* (Dorling Kindersley, 2009) ISBN 978-1405348775

Journals

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Websites

www.designcouncil.org.uk	Information about jobs, competitions, trends and current design practice
www.yourcreativefuture.org.uk	Website offering career information and advice about working in the creative industries
www.youthdesigner.com	Tips and resources about graphic design

Unit 4: Formal Drawing Techniques

Unit reference number: L/602/0460

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

The aim of this unit is to develop learners' skills in the basic techniques and processes used to construct three-dimensional forms.

Unit introduction

This unit will enable and encourage learners to explore 3D ideas used in contemporary design and packaging. Learners will need to use a variety of drawing and rendering graphic media. These may include pencils, markers, cut paper etc. Through exploration with drawing, learners will understand that all 3D forms can be reproduced using vanishing points and horizon lines. Vanishing points are always on the horizon line and both only exist as a means to constructing 3D forms. Without an understanding of them it is difficult to produce a visual idea that will accurately represent the completed solution.

Learning outcomes

To achieve this unit a learner must:

- 1 Be able to use single-point perspective
- 2 Be able to use two-point perspective
- 3 Be able to use tones and textures as light and shade
- 4 Be able to comment on own work.

Unit content

1 Be able to use single-point perspective

Single-point perspective: applications eg visual communication; constructing 3D forms eg cubes, boxes, squares, buildings; main elements eg vanishing point, vanishing lines, horizon line, height lines, spectator point

Single-point perspective processes: setting up drawings eg setting horizon line, establishing points (spectator, vanishing), establishing lines (vanishing, height, depth), use of picture plane

Techniques: freehand drawing eg tracing existing shapes, 3D forms (cubes, boxes, squares, exteriors, interiors); vanishing point related to horizon eg views (right, left, bird's eye, worm, exterior, interior); horizon related to spectator eg effects (scale, size), distance

Media: eg pencils, rulers, markers, cut paper

2 Be able to use two-point perspective

Two-point perspective: applications eg visual communication; constructing 3D forms eg cubes, boxes, squares, buildings; main elements eg vanishing points (two), vanishing lines, horizon line, height lines, spectator point

Two-point perspective processes: setting up drawings eg setting horizon line, establishing points (spectator, vanishing), establishing lines (vanishing, height, depth), use of picture plane

Techniques: freehand drawing eg tracing existing shapes, 3D forms (cubes, boxes, squares, exteriors, interiors, walls, corners), vanishing points related to horizon eg views (right, left, bird's eye, worm, corners, exteriors, interiors); horizon related to spectator eg effects (scale, size), distance

3 Be able to use tones and textures as light and shade

Uses of tone and texture in drawings: to establish solid forms eg with light, shade; to alter the message eg background colour, colour tone, pattern, texture, composition, framing

Techniques creating light and shade: eg collage, coloured papers in various tones, painting (blocks of colour in various tones), printing, stencilling, textured materials

Experimentation: colours eg blocks, tone, background, image; framing eg size, composition; creating textures eg shadows, light, shade, reflections

4 Be able to comment on own work

Comment on work: describe eg experience, successes, disappointments; assess results eg strengths, weaknesses, opportunities for improvement; self-evaluation

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of 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:
P1 demonstrate a basic understanding and use of single-point perspective	M1 demonstrate understanding and competent use of single-point perspective	D1 demonstrate understanding and accurate use of single-point perspective
P2 demonstrate a basic understanding and use of two-point perspective	M2 demonstrate understanding and competent use of two-point perspective	D2 demonstrate understanding and accurate use of two-point perspective
P3 demonstrate a basic use of tones and textures as light and shade	M3 demonstrate effective use of a range of tones and textures as light and shade	D3 demonstrate creative use of a wide range of tones and textures as light and shade
P3 comment on the strengths and weaknesses of own work.	M4 coherently comment on the strengths and weaknesses of own work.	D4 reflect and comment on the strengths and weaknesses of own work.

Essential guidance

Delivery

This unit introduces the learner to the formal drawing techniques of one and two-point perspective so that it will enable them to draw 3D forms confidently when presenting their own work. This unit should be delivered as a series of drawing tasks and observations. The emphasis should be on 'seeing', drawing and producing 3D forms using perspective. At this introductory stage it is not essential for learners to use technical drawing equipment and drawing boards. Confident use of freehand constructions should be encouraged. This unit is relevant to all units in the graphics pathway as it provides learners with the skills to communicate their development work with authority. Ideally an integrated approach to delivery is encouraged.

Assessment

The main aim of this unit is to encourage learners to explore and apply the basic formal drawing skills gained by consistent mark-making skills. Evidence for this unit will come from practical drawing activities. The evidence may be presented in an appropriate format such as a sketchbook and worksheets. Learners will need to describe their work and this may take various forms such as sketchbook annotations, written notes, verbal feedback, tape or video recordings, witness statements or illustrated oral presentations. The assessment of this unit will be through observation, ongoing feedback and work undertaken. This unit may support integrated project work.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience. A lecture or visit by an artist, designer, craftworker, programmer or practitioner local to the centre may provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk.

Business and finance advice:

- local and regional business links – www.businesslink.gov.uk.

Links with employers are essential to the delivery of the programme for work experience and future employment. Assignments should be vocationally relevant; centres should consider the delivery of 'live projects' for example to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, textiles and fashion, provides details on its website (www.skillset.org) about careers and the industry and has a regularly updated news and events page.

Essential resources

The resources needed for this unit include adequate access to a variety of media and materials to successfully complete the unit, a suitable studio or art room, and an appropriate range of tools and equipment.

Indicative resources

Textbooks

Cole A – *Perspective* (Dorling Kindersley, 1991) ISBN 978-0789468185

Kemnitzer R – *Rendering with Markers: Definitive Techniques for Designers, Illustrators and Architects* (Watson-Guption Publishers, 1983) ISBN 978-0823045327

Seymour M – *Draw Interiors* (A&C Black, 2002) ISBN 978-0713662375

Smith R – *The Artist's Handbook* (Dorling Kindersley, 1987) ISBN 978-0789493361

Stanyer P and Rosenberg T – *A Foundation Course in Drawing* (Arcturus Foulsham, 2003) ISBN 978-0572028817

Journals

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Websites

www.designcouncil.org.uk	Information about jobs, competitions, trends and current design practice
www.yourcreativefuture.org.uk	Website offering career information and advice about working in the creative industries
www.youthdesigner.com	Tips and resources about graphic design

Unit 5: Digital Media in Art and Design

Unit reference number: K/602/0465

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

This unit aims to enable learners to explore the ways in which computers and digital media are used creatively in art and design.

Unit introduction

In this unit learners may gain practical experience in exploring and recognising the potential uses for digital media in an art and design context. It provides a basic introduction to exploring paint programmes, image and text manipulation and page layout. This unit will help develop the underpinning skills of digital design techniques and enable the learner to practise their digital design skills. Learners will also be taught how to review their own work and comment on their use of digital media.

Learning outcomes

To achieve this unit a learner must:

- 1 Be able to explore the use of digital media in art and design
- 2 Be able to prepare source materials for use with digital media
- 3 Be able to investigate hardware and software applications to develop image manipulation techniques
- 4 Be able to discuss own work.

Unit content

1 **Be able to explore the use of digital media in art and design**

Digital media: hardware eg computers, cameras, scanners, mobile phones; software eg image manipulation, editing; products; artefacts eg images, moving image, objects

Uses: eg advertising, film, special effects, animation, logos, CGI, design development, textiles, fashion, illustration, 3D design, visualisation, presentation, information graphics, entertainment

Examples: eg downloads, printout, references, web addresses, sketches, notes, photographs

2 **Be able to prepare source materials for use with digital media**

Primary sources: own work eg observational sketches, drawings, paintings, notes, own photographs, found objects and materials, natural, manufactured, video, audio recordings

Secondary sources: others' work eg photographs, printed material, photocopies, video, audio recordings

Prepare: eg select, organise, download, capture, name files, use hardware, software

3 **Be able to investigate hardware and software applications to develop image manipulation techniques**

Inputting: source materials; using digital technology eg cut and paste, scanners, memory cards, mobile phones, cameras, inserting images, laser printers

Hardware and software: file storage; hard drives eg internal, external, CD ROM, DVD, memory cards; manipulation eg typography, font size, type, colour, image; creating and importing eg drawing, paint programmes, filters, special effects

Creating documents: eg page layout, leaflets, flyers, cards, posters, web pages, presentations

4 **Be able to discuss own work**

Own work: eg sketchbook annotations, written notes, verbal feedback, recordings, witness statements, illustrated oral presentations, outcomes

Discuss: eg strengths, weaknesses, choices made, ideas development, recognising potential, considering alternatives, other ideas, improvements, future work

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of 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:
<p>P1 explore the use of digital media in art and design</p> <p>P2 prepare source materials for use with digital media</p> <p>P3 investigate hardware and software applications to develop image manipulating techniques</p> <p>P4 discuss own work</p>	<p>M1 competently explore the use of digital media</p> <p>M2 prepare source materials effectively</p> <p>M3 consistently explore a range of hardware and software applications to develop image manipulation techniques effectively</p> <p>M4 competently comment on outcomes produced.</p>	<p>D1 confidently explore the use of digital media</p> <p>D2 prepare source materials imaginatively</p> <p>D3 imaginatively explore diverse hardware and software applications to develop image manipulation techniques creatively</p> <p>D4 confidently comment on outcomes produced.</p>

Essential guidance

Delivery

This unit should be delivered through practical workshops, demonstrations and discussions. Active practical application is to be encouraged to enable learners to broaden their creativity. Learners need to be taught how to manipulate their source materials using a range of appropriate hardware devices and software applications, and how to use and explore the creative potential of both hardware and software. They should be encouraged to combine traditional studio practice with digital technologies. Learners will need to prepare either found imagery or use own source materials to use in their own digital design work. Learners should be supported and encouraged to comment on their work and working processes.

Assessment

Evidence may include a research file or sketchbook showing examples of others' digital work supported by annotations, photographs, photocopies and sketches. Learners should be taught how to record source material digitally and save it for further development. This will provide evidence of the learner's ability to digitise effectively, back up work regularly and save and compress/decompress files for economic storage. Further evidence might be in the form of a series of development sheets, concept drawings, mood board, photographs and 2D or 3D work, dependent upon the outcomes. Final outcomes should take the form of a series of digital design outcomes, supported by evaluative comments and development work. Learners should produce a range of evidence that demonstrates their use and understanding of computers in desktop image manipulation techniques.

Employer engagement and vocational contexts

Centres should develop links with practising animators and designers, to deliver assignments to learners or to provide work experience. A lecture or visit by an animator, designer, programmer or practitioner local to the centre may provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local, regional business links – www.businesslink.gov.uk

Links with employers are essential to the delivery of the programme for work experience and future employment. Assignments should be vocationally relevant; centres should consider the delivery of 'live projects' for example to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media production, fashion and textiles, provides careers advice and industry information, plus regularly updated news and events pages (www.skillset.org).

Essential resources

Access to appropriate studios and workshops will be required, equipped with resources and materials aligned to the production of digital design work, including computers, scanners and printers. Access to digital cameras, videos and audio editing facilities should be available. Computers equipped with suitable software should be available, including image manipulation graphics, illustration and multimedia software.

Indicative resources

Textbooks

Bowles M and Isaac C – *Digital Textile Design* (Laurence king, 2009)
ISBN 978-1856695862

Caplin S – *Art and Design in Photoshop* (Focal Press, 2008) ISBN 978-024081109

McKernan B and Rice J – *Creating Digital Content: A Video Production Guide for Web, Broadcast and Cinema* (McGraw-Hill, 2001) ISBN 978-0071377447

McNeil P – *The Web Designer's Idea Book: The Ultimate Guide To Themes, Trends & Styles In Website Design* (How Books, 2008) ISBN: 978-1600610646

Orwig C – *Adobe Photoshop CS4 HOW-TOs* (Adobe, 2008) ISBN 978-0321577825

Paul C – *Digital Art* (Thames and Hudson, 2008) ISBN 978-0500203989

Vaughan T – *Multimedia: Making it Work: Seventh Edition* (McGraw-Hill Osborne 2007) ISBN 978-0072264517

Journals

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Websites

www.a-n.co.uk

Artists' newsletter, contemporary art practice

www.bfi.org.uk

British Film Institute

www.designcouncil.org.uk

Design Council

Unit 6: Working to Graphic Design Briefs

Unit reference number : J/602/0473

Level: 1

Credit value: 10

Guided learning hours: 60

Unit aim

This unit will give learners the skills and knowledge needed to research, develop and produce work in response to a graphic design brief.

Unit introduction

This unit will introduce learners to the processes of working to a graphics brief. They will be involved in the basic processes of research, development and production of work in response to a graphic design brief. Learners will need to recognise and understand what the brief is asking them to do and they will need to be taught how to respond to the topic or theme. Evidence will consist of a portfolio of work demonstrating the ability to research, develop, produce and present a final outcome.

Learning outcomes

To achieve this unit a learner must:

- 1 Know how to research the topic or theme in the brief
- 2 Be able to meet the needs and requirements stated in the brief
- 3 Be able to apply graphic materials and techniques to produce final outcome
- 4 Be able to present and review graphic design work.

Unit content

1 Know how to research the topic or theme in the brief

Research the topic or theme in the brief: primary sources eg observations, objects, artefacts, own photos; secondary sources eg books, magazines, postcards, photos, CD ROMs, DVDs, internet ; production eg work of artists, craftworkers, designers

Response to the brief: eg sources; ideas generation eg discussion, digital photographs, rough sketches, worksheets, media experiments, printouts, mood boards, visual research, own ideas

2 Be able to meet the needs and requirements stated in the brief

Needs and requirements of the brief: theme; topic; product eg brand, type; format eg packaging, book, onscreen, page layout, poster, CD cover, carrier bag, stamp design, motion graphic

Constraints: size; shape; colour; budget; type; letterforms; wording; layout, eg product name, logo, price; information; communication eg promotion, place, venue, date, presenter, production, advertising costs, contacts; target client; audience eg age, gender, culture, design style; deadline eg date, production, time management, planning, schedule

3 Be able to apply graphic materials and techniques to produce final outcome

Traditional graphic materials: cards and papers eg cartridge, layout, illustration, watercolour, tracing, foils, acetate, stencil film, decorative, handmade, canvas, plastics, modelling material

Traditional media: wet materials eg paints, watercolour, acrylic, oil, drawing and printing inks, brushes, marker pens, spray diffusers; dry materials eg pencils, graphite drawing sticks, pastels, charcoal; adhesives eg glue sticks, PVA, glue guns, double-sided tape, masking tape/fluid

Traditional graphic techniques and processes: eg drawing, painting, ink work, stencilling, printing, photocopying, tracing, typography, layering, cut and paste, layout

Digital graphic media: hardware eg computers, digital recording equipment, cameras, video, phones, scanners, graphics tablets, printers; software eg Photoshop, Illustrator

Use digital and reprographic techniques: applications eg digital inputting, camera, computer and printer functions, scanners, design software functions, recording, printing, file storage; manipulation techniques eg image, text, adjustment (colour, contrast), distortion; software tools eg crop, select, layer, mask, brush, pen, edit; Text and image combinations eg composition, layout, design, in and out points

Explore characteristics and physical properties: card; paper eg cartridge, layout, illustration, watercolour, tracing, foils, acetate, stencil film, handmade, decorative, canvas, plastics; wet materials eg paints: watercolour, acrylic, oil, drawing and printing inks, marker pens; dry materials eg pencils, drawing sticks, pastels, charcoal; adhesives eg glue sticks, PVA, glue guns, double-sided tapes, masking tape/fluids; digital eg software, hardware; onscreen eg resolution, screen size, colour, readability

Produce final outcomes: generate ideas; respond (to theme, project, brief); select eg intention, materials, techniques, processes, health and safety; experiment (materials, techniques, processes); adapt (change, develop, review)

4 **Be able to present and review graphic design work**

Ongoing review: content eg strengths, weaknesses, techniques, approaches, visual effects, ideas; formal elements; visual language eg line, shape, form, tone, colour, surface, composition; evidence eg annotations, written notes, verbal feedback, recording, video, presentation, witness statement, tutorial

Present research, development and final work: present eg portfolio presentation, exhibition; audiences eg peers, tutors, visiting speakers; work eg finished maquettes, piece(s), models, mounted prints, mounted artefacts, video, digital and audio-visual presentations; experimental; developmental eg annotated sketchbooks, worksheets, rough designs, sketches, scale models

Assessment criteria and grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of 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:
P1 research and collect visual information related to the brief	M1 purposefully research and collect a range of visual information related to the brief	D1 independently research and collect a wide range of visual information related to the brief
P2 develop ideas which meet the needs and requirements of the brief	M2 competently meet the needs and requirements of the brief	D2 creatively meet the needs and requirements of the brief
P3 apply graphic materials and techniques to produce a final outcome	M3 use a range of graphic materials and techniques effectively	D3 use a comprehensive range of graphic materials and techniques creatively
P4 present research, developmental and final work	M4 present the work competently	D4 independently present the work
P5 review the strengths and weaknesses of own research, developmental and final work.	M5 coherently review the strengths and weaknesses of own research, developmental and final work.	D5 make an informed review of the strengths and weaknesses of own research, developmental and final work.

Essential guidance

Delivery

This unit has been designed to provide an opportunity for learners to undertake focused graphic briefs set by the tutor. Briefs should provide the topic or theme, and research requirements should include information on target audience, design requirements, constraints and deadlines. Learners should be encouraged to consider client or audience needs, ideally through briefs that reflect current practice. They will need demonstrations in the use of appropriate tools and technology and with regard to health and safety working practices. Learners should be able to choose suitable materials, techniques and processes to realise their ideas in response to the brief. Learners should be taught to explore the creative use of materials and techniques and encouraged to combine materials and techniques in mixed media experiments.

Investigating the work of other designers will allow learners to gain some understanding of how professionals work. Where possible they could do this through work experience or visiting designers/practitioners.

Assessment

Learners should demonstrate their ability to understand and research the brief. Evidence for meeting the needs and requirements of the brief will be within the project portfolio showing planning, research studies in the form of primary recording, exploration of ideas and consideration of constraints. Learners will produce evidence of their experimentation with graphic design processes, use of different materials and techniques through rough studies, thumbnails, trials, maquettes, samples, printouts and annotated storyboards. Sketchbooks, design sheets and annotated worksheets and project portfolios will form the evidence required for the development of learners' ideas and final response to the brief.

Evidence for learners' ability to comment critically on their work might include: sketchbook annotations, written notes, verbal feedback, tape or video recordings, witness statements and illustrated oral presentations. They will need to demonstrate their understanding of what went well or badly and why, what the strengths and weaknesses of their work are and how they might improve.

Where necessary, learners should produce evidence of health and safety awareness. This could be included in their written annotations or recorded discussions.

Employer engagement and vocational contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience. A lecture or visit by an artist, designer, craftworker, programmer or practitioner local to the centre may provide useful and pertinent information on working practice.

Vocational learning support resources:

- Learning and Skills Network – www.vocationallearning.org.uk.

Business and finance advice:

- local and regional business links – www.businesslink.gov.uk.

Links with employers are essential to the delivery of the programme for work experience and future employment. Assignments should be vocationally relevant; centres should consider the delivery of 'live projects' for example to support the vocational content of the unit and programme.

Creative and Cultural Skills (www.ccskills.org.uk), the Sector Skills Council for design, has launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the design sector, including job descriptions.

Skillset, the Sector Skills Council for creative media, textiles and fashion, provides details on its website (www.skillset.org) about careers and the industry and has a regularly updated news and events page.

Essential resources

Learners will need access to an appropriate graphics studio. The resources needed will include a range of 2D and 3D graphic media. These are likely to include wet and dry traditional 2D graphic materials and tools. Access to 3D workshop facilities will enable learners to explore modelling and constructing their designs. Essential for this unit is access to digital media with associated hardware and software for graphic development including digital cameras for recording and scanners for inputting imagery. Learners must have access to graphics websites, books and journals and related reference materials.

Indicative resources

Textbooks

Baines P and Haslam A – *Type and Typography, 2nd Edition* (Laurence King Publishing, 2005) ISBN 978-1856694377

Dabner D – *Graphic Design School: The Principles and Practices of Graphic Design*, 4th Edition (John Wiley & Sons, 2009) ISBN 978-0470466513

De Bono E – *A Smile in the Mind: Witty Thinking in Graphic Design* (Phaidon Press, 1998) ISBN 978-0714838120

Fiell C and Fiell P – *Designing the 21st Century* (Taschen, 2005) ISBN 978-3822848029

Fletcher A – *The Art of Looking Sideways* (Phaidon Press, 2001) ISBN 978-0714834498

Harvey W – *1000 Graphic Elements: Special Details for Distinctive Designs* (Rockport, 2004) ISBN 978-1592530779

Hollis R – *Graphic Design – A Concise History* (Thames & Hudson, 2001) ISBN 978-0500203477

Krause J – *Layout Index* (North Light, 2001) ISBN 978-1581801460

Livingston A and Livingston L – *Dictionary of Graphic Design and Designers* (Thames & Hudson, 2009) ISBN 978-0500203538

Walton R – *The Big Book of Graphic Design* (Collins Design, 2007) ISBN 978-0061215247

Journals

Artists and Illustrators

Baseline

Computer Arts

Computer Arts Projects

Creative Review

Design Magazine

Graphics World Association of Illustrators Journal

Websites

www.bbc.co.uk/schools/gcsebitesize/design/graphics	Design technology resources
www.computerarts.co.uk	Online version of magazine
www.graphicdesign.about.com	Graphic design blog
www.graphicssoft.about.com/od/photoshop	Resources for Photoshop
www.portfolios.com	Business management resources
www.vads.ac.uk	Resource for visual arts

Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk

Key publications:

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *BTEC UK Quality Assurance Centre Handbook*

All of these publications are available on our website.

Publications on the quality assurance of BTEC qualifications are also available on our website.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Additional resources

If you need further learning and teaching materials to support planning and delivery for your learners, there is a wide range of BTEC resources available.

Any publisher can seek endorsement for their resources and, if they are successful, we will list their BTEC resources on our website.

How to obtain National Occupational Standards

Creative and Cultural Skills

Lafone House
The Leathermarket
Weston Street
London SE1 3HN

Telephone: 020 7015 1800
Fax: 020 7015 1847
Email: info@ccskills.org.uk
Website: www.ccskills.org.uk

Skillset

Focus Point
21 Caledonian Road
London N1 9GB

Telephone: 20 7713 9800
Fax: 020 7713 9801
Email: info@skillset.org
Website: www.skillset.org

Professional development and training

Pearson supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered on our website.

The support we offer focuses on a range of issues, such as:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

BTEC training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with other BTEC colleagues in your region.

Regional support: our team of Curriculum Development Managers and Curriculum Support Consultants, based around the country, are responsible for providing advice and support in centres. They can help you with planning and curriculum developments.

To get in touch with our dedicated support teams please visit our website.

Your Pearson support team

Whether you want to talk to a sector specialist, browse online or submit your query for an individual response, there's someone in our Pearson support team to help you whenever – and however – you need:

- **Subject Advisors:** find out more about our subject advisor team – immediate, reliable support from a fellow subject expert
- **Ask the Expert:** submit your question online to our Ask the Expert online service and we will make sure your query is handled by a subject specialist.
- Please visit our website at qualifications.pearson.com/en/support/contact-us.html

Annexe A

The Pearson qualification framework for the Art and Design sector

Progression opportunities within the framework.

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
8				
7				
6				
5		BTEC Level 5 HND Diploma in Art and Design/Fashion and Textiles/Fine Art/Graphic Design/Interactive Media/Photography/3D Design (QCF)		
4		BTEC Level 4 Foundation Diploma in Art and Design (QCF) BTEC Level 4 HNC Diploma in Art and Design/Fashion and Textiles/Fine Art/Graphic Design/Interactive Media/Photography/3D Design (QCF)		Level 4 NVQ Design Management (QCF)

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
3	<p>Advanced in Applied Art and Design</p> <p>AS in Applied Art and Design</p> <p>GCE Advanced in Art and Design</p> <p>GCE AS in Art and Design</p>	<p>BTEC Level 3 Certificate, Subsidiary Diploma, Diploma and Extended Diploma in Art and Design/Art and Design (Design Crafts)/Art and Design (Fashion and Clothing)/Art and Design (Fine Art)/Art and Design (Graphic Design)/Art and Design (Interactive Media)/Art and Design (Photography)/Art and Design (Textiles)/Art and Design (3D Design)/(QCF)</p> <p>BTEC Level 3 Foundation Diploma in Art and Design (QCF)</p>	<p>BTEC Level 3 Award, Certificate and Diploma in Design Crafts/Fashion and Clothing/Fine Art/Graphic Design/Interactive Media/Photography/Textiles/3D Design (QCF)</p>	<p>Level 3 NVQ Design (QCF)</p>
2	<p>GCSE in Art and Design</p> <p>GCSE Short Course in Art and Design</p>	<p>BTEC Level 2 Certificate, Extended Certificate and Diploma in Art and Design (QCF)</p>	<p>BTEC Level 2 Award, Certificate and Diploma in Fashion and Clothing/Graphic Design/Interactive Media/Photography/Textiles/Visual Arts/3D Design (QCF)</p> <p>BTEC Level 2 Subsidiary Certificate, Certificate and Diploma in Design (QCF)</p>	<p>Level 2 NVQ Design Support (QCF)</p>

QCF Level	General qualifications	BTEC full vocationally-related qualifications	BTEC Short Courses	NVQ/occupational
1	GCSE in Art and Design GCSE Short Course in Art and Design	BTEC Level 1 Award/Certificate/Diploma in Art and Design (QCF)	BTEC Level 1 Award, Certificate and Diploma in Fashion and Clothing/Graphic Design/Interactive Media/Photography/Textiles/Visual Arts/3D Design (QCF)	
Entry		BTEC Entry Level Award in Art and Design (Entry 3) (QCF)		

Annexe B

Wider curriculum mapping

Study of Pearson BTEC Level 1 qualifications gives learners opportunities to develop an understanding of spiritual, moral, ethical, social and cultural issues as well as an awareness of citizenship, environmental issues, European developments, health and safety considerations and equal opportunities issues.

Spiritual, moral, ethical, social and cultural issues

Throughout the delivery of these qualifications learners will have the opportunity to actively participate in different kinds of decision making. They will have to consider fair and unfair situations and explore how to resolve conflict. Working in small groups they will learn how to respect and value others' beliefs, backgrounds and traditions.

Citizenship

Learners undertaking these qualifications will have the opportunity to develop their understanding of citizenship issues.

Environmental issues

Developing a responsible attitude towards the care of the environment is an integral part of this qualification. Learners are encouraged to minimise waste and discuss controversial issues.

European developments

Much of the content of the qualification applies throughout Europe, even though the delivery is in a UK context.

Health and safety considerations

Health and safety is embedded within many of the units in this qualification. Learners will consider their own health and safety at work, how to identify risks and hazards and how to minimise those risks.

Equal opportunities issues

There will be opportunities throughout this qualification to explore different kinds of rights and how these affect both individuals and communities for example learners will consider their rights at work and the rights of employers and how these rights affect the work community.

Annexe C

National Occupational Standards mapping

The grid below maps the knowledge covered in the Pearson BTEC Level 1 Award Specialist qualification in Graphic Design against the general categories of the Skillset and Creative and Cultural Skills National Occupational Standards.

KEY

indicates partial coverage of the specified category of National Occupational Standards

a blank space indicates no coverage.

Level 1

National Occupational Standards						
CCSkills	1	2	3	4	5	6
Design	#	#	#	#	#	#
Skillset						
Animation	#	#	#	#	#	#
Interactive Media and Computer Games					#	#
Photo Imaging	#	#			#	#



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