

Jersey Progression Qualification in Art and Design

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College

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States of Jersey and Highlands College

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Section A

Qualification: Context and Regulations

Introduction

The Jersey Progression Qualification (JPQ) was introduced at Highlands College in September 2016 as a pilot project. The development of this qualification at level 2 has significantly improved the life chances of young people by ensuring that a greater proportion of school leavers progress from level 1 achievement at school to level 2 courses in the college. In 2014, 20.4% of full-time students were enrolled on level 1 or entry level qualifications. In 2017, since the introduction of the Jersey Progression Qualification, this has reduced significantly to 5.9% of full-time students on level 1/entry courses.

The Jersey Progression Qualification provides a coherent framework for teaching, learning and assessment that will inspire and motivate young people, post 16, who have not met the minimum school leaving attainment level of GCSE grade C or grade 4 or above in five subjects (or an equivalent pass or higher in a comparable level 2 vocational qualification). For the majority of jobs in occupations which require a technical qualification, the minimum requirement is a level 2 technical qualification. For higher education and those occupations requiring a general qualification, the minimum requirement is a level 3 general qualification.

The primary purpose of the **Jersey Progression Qualification** is to enable young people aged 16-18 to develop the knowledge and skills, commensurate with the school leaving threshold of level 2, that will enable them to progress to the industry standard qualifications in a technical, professional or academic subject area. Students that have yet to achieve a result at level 2 continue with English and maths at GCSE level alongside the Jersey Progression Qualification.

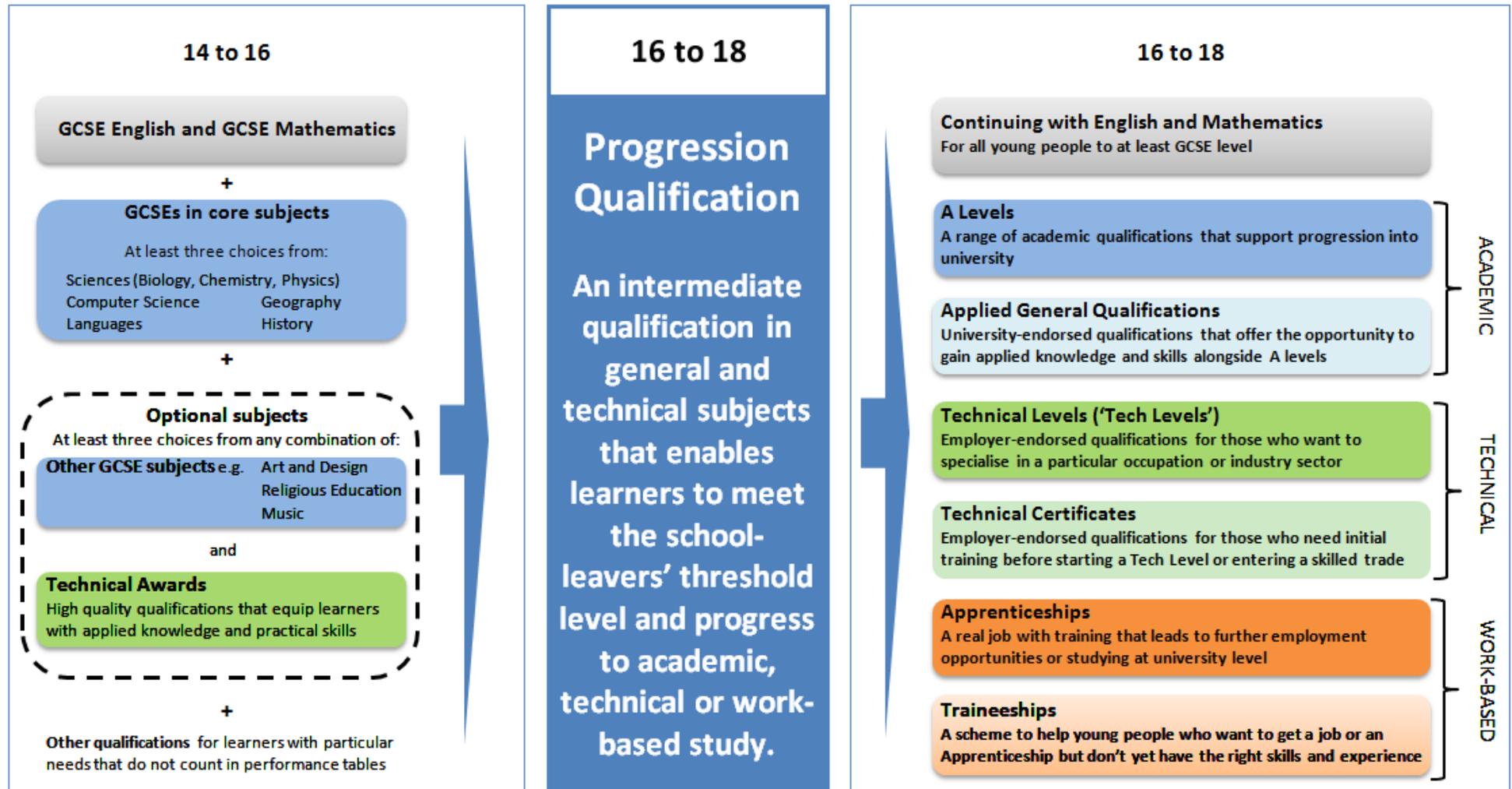
The Jersey Progression Qualification is designed as a 'bridging course', between school leaving qualifications and recognised post-16 qualifications, that have transportability, both on and off the island, to further training, employment or higher education. The development and implementation of the **Jersey Progression Qualification** pre-empted the recommendation of the Sainsbury Report into Technical Education ¹ to introduce a *transition year* that will serve a very similar purpose in England from 2020. At Key Stage 4, the Jersey Curriculum has adopted and adapted the English National Curriculum and this approach has followed through into Key Stage 5.

The Jersey Progression Qualification has been developed with the support of the States of Jersey Department of Education and in partnership with the awarding body NCFE. It is intended to develop transferable skills and knowledge through an applied subject and with reference to a realistic working environment. The qualification will provide the means by which young people can develop the level of knowledge, skills and understanding necessary in order to progress to one of the recognised further education routes outlined in the diagram on the following page.

1

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536046/Report_of_the_Independent_Panel_on_Technical_Education.pdf

New Routes to University, an Apprenticeship or Employment



About this qualification

The Level 2 Jersey Progression Certificate and Jersey Progression Diploma is regulated by the States of Jersey Education Department and accredited by the NCFE awarding body.

- The Progression Certificate is equivalent to **two** GCSEs at grades A* to C (or grades 4 to 9) in terms of standard, level of content and period of study (240 guided learning hours).
- The Progression Diploma is equivalent to **four** GCSEs at grades A* to C (or grades 4 to 9) in terms of standard, level of content and period of study (480 guided learning hours).

The Jersey Progression Qualification has fourteen subject lines which are in:

- 1) Automotive Studies
- 2) Art and Design
- 3) Building Services
- 4) Building Trades
- 5) Business
- 6) Childcare and Education
- 7) Computing
- 8) Culinary Skills and Restaurant Service
- 9) Hair and Beauty
- 10) Health and Social Care
- 11) Mechanical Engineering and Welding Studies
- 12) Media
- 13) Performing Arts
- 14) Sport.

Qualification purpose

The Jersey Progression Qualification enables learners to develop skills, knowledge and understanding in a technical or general vocational subject area. It is for learners who are motivated and challenged by learning through hands-on experiences. The qualification will allow learners to gain practical skills in one of 14 subject areas as well as gain and interpret knowledge of that subject area. It is aimed at school leavers, with an interest in the subject, as a way of extending their general level of education and motivating them to succeed as independent learners.

The Jersey Progression Qualification provides an introduction to an industry-related sector and enables learners to acquire, develop and apply the skills and knowledge required for further academic and/or technical study. Transferable skills that prepare young people for satisfying working and social lives are a core component in the way that the qualification is delivered. Throughout the course learners will be:

- reviewing their own and others' work
- developing and honing their communication skills
- gaining valuable work experience
- developing their personal and social skills
- planning and experimenting with ideas
- working collaboratively with others
- fully aware of health and safety requirements.

The Jersey Progression Qualification is designed so that learners can improve their level of general qualification through a work-related subject. It will enhance their cognitive skills and develop their practical skills so that they are more likely to be successful in achieving level 2/3 technical qualifications or level 3 general qualifications when they progress. Learners without at least a grade C or grade 4 in maths and English at GCSE will take these subjects alongside the Progression Qualification.

Entry guidance

There are no specific recommended prior learning requirements for this qualification. It should be accessible for post-16 learners who are able to demonstrate an aptitude for and an interest in the particular technical and professional area. An indicator for learners likely to achieve the Diploma within one year is prior achievement in at least 5 GCSEs at grades E to C (or 2 to 4) and/or level 1 (120 guided learning hours) vocational equivalent qualifications. Learners with a mixture of GCSE grades from D to G are more likely to achieve the Certificate in one year.

Qualification structure

The Jersey Progression Certificate and **Jersey Progression Diploma** reflect the range and depth of subject matter and skills that need to be taught at pre-technical level or pre-advanced general level.

The Jersey Progression Qualification is structured so that the smaller **Jersey Progression Certificate** is 'nested' within the larger **Jersey Progression Diploma**.

The Jersey Progression Certificate requires learners to achieve **five units**, **two** of which must be **core** units and **the Jersey Progression Diploma** requires learners to achieve a further **five units**, **two** of which must be **core** units.

The Jersey Progression Certificate is a stand-alone five-unit qualification. **The Jersey Progression Diploma** is a ten-unit qualification which has the Jersey Progression Certificate 'nested' within it.

The sequencing of units is at the discretion of the course team, but the synoptic units (units 1 and 3) should normally be taught and assessed subsequent to the teaching and assessment of the other units.

The content and assessment of a unit is designed to be covered in 48 guided hours. **The Jersey Progression Certificate**, structured around five units, requires **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours gives equivalency to two GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

The Jersey Progression Diploma builds on the five-unit structure of the Jersey Progression Certificate and requires a further **240 guided hours** of teaching and assessment. There is an assumption that a further **160 hours of learning** will take place in addition to the 240 hours of teaching and assessment in the form of research, private study, workshop practice, rehearsals and assignment or project preparation and writing. The 240 guided hours from the Jersey Progression Certificate plus the additional 240 guided hours that make up the Jersey Progression Diploma (total 480 guided hours) gives equivalency to four GCSEs in terms of the time required to acquire knowledge, understanding and skills at level 2.

JERSEY PROGRESSION QUALIFICATION STRUCTURE							
1 or 3	CORE UNIT	48 hours	P L U S	1 or 3	CORE UNIT	48 hours	
2 or 4	CORE UNIT	48 hours		2 or 4	CORE UNIT	48 hours	
5	Any THREE option units	48 hours		8	Any THREE option units	48 hours	
6		48 hours		9		48 hours	
7		48 hours		10		48 hours	
Total Guided Hours		240			Total Guided Hours		240
JERSEY PROGRESSION CERTIFICATE					JERSEY PROGRESSION DIPLOMA		

The assessment opportunities in the **Jersey Progression Certificate** and **Jersey Progression Diploma** are designed to enable learners to demonstrate that they:

- a) have acquired the taught skills to an expected minimum level
- b) have gained sufficient practical and theoretical knowledge of the technical and professional area
- c) can demonstrate their understanding of the subject content
- d) are aware of what is required by the sector in which they are interested
- e) can behave appropriately when working within the specific technical and professional area.

To be awarded **the Level 2 Jersey Progression Certificate**, learners are required to successfully complete **two core units** and **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification. Unit certificates can be awarded to learners who have not achieved the full qualification, but who have achieved at least one unit.

To be awarded **the Level 2 Jersey Progression Diploma**, learners are required to successfully complete a further **two core units** and a further **three option units**. Learners must successfully demonstrate their achievement of all learning outcomes in the required units as detailed in this qualification specification.

Grading

The Jersey Progression Certificate and Diploma are graded qualifications. The grades for individual units are recorded on the final certificate, but there is **one** overall grade of Pass, Merit, Distinction, or Distinction* awarded for the Certificate and a **second** overall grade of Pass, Merit, Distinction, or Distinction* awarded for the Diploma. The grade of Distinction* is awarded if all the units are achieved at Distinction level.

Grading descriptors for each learning outcome and each unit have been included in this qualification specification. Assessors must be confident that all the learning outcomes have been evidenced and met by the learner in order to pass the unit. Assessors will judge the evidence produced by the learner to determine the grade for the unit.

Pass, Merit and Distinction Grades are awarded for the **Jersey Progression Certificate** at unit level and these are converted to **one** overall grade for the five units (2 core and 3 option) that contribute to the award of this qualification.

Similarly, Pass, Merit and Distinction Grades are awarded for the remaining five units that make up the **Jersey Progression Diploma** at unit level and these are converted to a **second** overall grade for the qualification for the remaining five units (2 core and 3 option) that contribute to the award of this qualification.

The Jersey Progression Certificate is awarded with **one** overall grade of Pass, Merit, Distinction or Distinction*.

The Jersey Progression Diploma is awarded with the **one** overall grade of Pass, Merit, Distinction or Distinction* achieved through the units that make up the Certificate and a **second** overall grade of Pass, Merit, Distinction or Distinction* achieved through the remaining units that make up the Diploma.

Distinction* is only awarded where all units are achieved at Distinction level.

Unit grading

The grading descriptors for each unit are included in the qualification specification. Grading descriptors are written for each assessment criterion in a unit. Assessors must be confident that, as a minimum, all assessment criteria have been evidenced and met by the learner. Assessors must make a judgement on the evidence produced by the learner to determine the grading decision for the unit. Grading is initially carried out at the learning outcome level.

Assessors must firstly be confident that all the Pass descriptors have been met for a learning outcome.

For example:

Pass:	LO1: Describes some characteristics and benefits of good customer service and some elements of legal requirements
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Assessors can then move on to decide if the Merit descriptors have been met for the learning outcome.

For example:

Merit:	LO1: Describes a range of good customer service characteristics and benefits citing some examples and a range of legal requirements
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If the Assessor is confident that all the Merit descriptors have been met, they can decide if the Distinction descriptors have been met for the learning outcome.

For example:

Distinction:	LO1: Describes a wide range of good customer service characteristics, benefits and legal requirements citing examples for each one
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Each unit has three grades which are equally weighted. If the learner has insufficient evidence to meet the Pass criteria, a grade of Not Yet Achieved (NYA) must be awarded for the unit.

Overall unit grade

The overall unit grade is determined by the highest average grade across the three learning outcomes. The overall unit grade will be determined from the following table:

LO1	LO2	LO3	Overall
P	P	P	P
P	P	M	P
P	P	D	M
P	M	P	P
P	M	M	M
P	M	D	M
P	D	P	M
P	D	M	M
P	D	D	M
M	P	P	P
M	M	M	M
M	M	P	M
M	M	D	M
M	D	D	D
M	P	M	M
M	P	D	M
M	D	D	D
D	P	P	M
D	M	M	M
D	M	P	M
D	M	D	D
D	D	M	D
D	D	D	D
D	P	M	M
D	P	D	M

Pass is a minimum requirement for all learning outcomes

Pass only criteria

When a learning outcome is **PASS** only, for example LO1, the criterion for LO1 applies to MERIT and DISTINCTION and the grade for LO1 defaults to the highest grade achieved for LO2 or LO3 in order to determine the overall unit grade.

For example:

	PASS	MERIT	DISTINCTION	Grade awarded
LO1	PASS ONLY	PASS ONLY	PASS ONLY	Defaults to DISTINCTION
LO2			Meets Distinction Criterion	DISTINCTION
LO3		Meets Merit Criterion		MERIT
LO1 = D; LO2 = D; LO3 = M (DDM = D)				DISTINCTION

A further example, where LO3 is pass only:

	PASS	MERIT	DISTINCTION	Grade awarded
LO1		Meets Merit Criterion		MERIT
LO2		Meets Merit Criterion		MERIT
LO3	PASS ONLY	PASS ONLY	PASS ONLY	Defaults to MERIT
LO1 = M; LO2 = M; LO3 = M (MMM = M)				MERIT

Qualification grading

The final grade for the qualification is based on the unit grades - Pass, Merit, and Distinction. It is arrived at according to the table below which shows how the combination of unit grades is aggregated to form the overall qualification grade for the Certificate and the Diploma.

An awarding panel will meet before the final grades are submitted to NCFE to consider special considerations and extenuating circumstances.

The **highest** possible grade is determined first. Units 1, 2, 3 and 4 are the **core** units of the qualification. Units 1 and 3 contain synoptic elements, unit 2 contains essential knowledge and skills and unit 4 is the **Working in the Industry** unit which is common to all subject strands. Units 5 and above are all option units. The **highest** overall grade is determined by:

1. Selecting the highest grade achieved for unit 1 or 3
2. Selecting the highest grade achieved for unit 2 or 4
3. Selecting the **three** highest grades achieved from the option units.

For example:

This is a candidate grade profile for all 10 units:

1	2	3	4	5	6	7	8	9	10
P	M	M	D	P	M	P	D	D	M

1. Between units 1 and 3, the highest grade achieved is for Unit 3: **MERIT**
2. Between units 2 and 4, the highest grade achieved is for Unit 4: **DISTINCTION**
3. The **three** highest grades achieved from the option units are for Units 8, 9 and 6 or 10: **DISTINCTION; DISTINCTION; MERIT**.

The five **highest** grades achieved in this example (arranged in the order with lowest grades first) are:

A	B	C	D	E
M	M	D	D	D

The final **highest** overall grade is aggregated according to the table below:

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	P	P	P
M	M	M	M	M	M
D	D	D	D	D	D*
P	P	P	P	M	P
P	P	P	P	D	P
P	M	M	M	M	M
M	M	M	M	D	M
P	D	D	D	D	D
M	D	D	D	D	D
P	P	P	M	M	P
P	P	P	D	D	M
P	P	M	M	M	M
M	M	M	D	D	M
P	P	D	D	D	M
M	M	D	D	D	D
P	P	P	M	D	M
P	M	M	M	D	M
P	M	D	D	D	M
P	P	M	M	D	M
P	P	M	D	D	M
P	M	M	D	D	M

These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.

From the table above, the example of a grade profile of **MMDDD** works out as an overall grade of **Distinction**.

A	B	C	D	E	OVERALL GRADE
M	M	D	D	D	D

Where **five** appropriate units have been achieved but less than 10 units have been fully achieved, just the Jersey Progression Certificate is awarded and the highest grade (Distinction, in this example) will be recorded on the certificate. A unit certificate for any additional units above the five used to grade the Certificate but fewer than five to contribute towards a Diploma will be issued. Where fewer than five units overall have been achieved, just a unit certificate will be awarded for the units achieved.

Once the **highest** overall grade has been determined, the remaining five units can be used to determine the **second overall grade** for the **Jersey Progression Diploma**. Using the example from above, the remaining unit grades that can be used to calculate the second overall grade are:

1	2	5	7	10
P	M	P	P	M

Rearranged in grade order, with the lowest first, gives a grade profile of **PPPM**. Using the final overall grade table from above, the **second overall grade** is a **Pass**.

Unit A	Unit B	Unit C	Unit D	Unit E	Final overall grade
P	P	P	M	M	P
These two grade profiles are only one grade different from the higher grade and should be reviewed at awarding.					

From the overall grade table, it will be noted that this particular profile is highlighted in red because it is a borderline grade. At the awarding stage there is an opportunity to review the grades for the units with a pass to ensure that the assessment is secure.

Where the learner has achieved ten units, as in the example above, they will receive **one overall grade** for the **Jersey Progression Certificate** and a **second overall grade** for the **Jersey Progression Diploma**. In the example above, the overall grades are Pass and Distinction. Where one grade is higher than the other, the lower grade should be assigned to the Jersey Progression Certificate (Pass) and the higher grade to the Jersey Progression Diploma (Distinction).

Distinction* (star) is awarded where all of the grades for the Certificate are Distinction. Double Distinction*(star) is awarded where all 10 units are graded Distinction.

Overall grading descriptors

Not Yet Achieved

The learner will not meet all the learning outcomes and will not have enough work or evidence of progress available to allow a valid judgement to be made.

Pass

To achieve a Pass grade the learner will meet all the requirements as set out in the assessment criteria for each unit. They will make some effort to apply knowledge, and have some understanding of key concepts, but may not be able to make links between them. The learner will have a general understanding of processes, resources, techniques and materials, but this may be uneven in application. Their evidence will show some degree of planning, organisational and investigatory skills, but may be lacking in structure.

The learner will have completed the tasks to the minimum standard for a level 2 qualification.

Merit

To achieve a Merit grade the learner will meet all the requirements as set out in the assessment criteria for each unit to the required standard. They will demonstrate a confident level of ability in their application of knowledge and skills and will have a clear understanding of key concepts, making some links between them and giving reasons for their choices. The learner will have a clear understanding of processes, resources, techniques and materials with few errors in application. Their evidence will show planning, organisation and investigatory skills in a clear and logical way.

The learner will have completed the tasks in a manner exceeding the minimum standard for a level 2 qualification.

Distinction

To achieve a Distinction grade the learner will meet all the requirements as set out in the assessment criteria for each unit to a high standard. They will demonstrate mastery of appropriate processes, resources, techniques and materials. The learner will demonstrate an ability to undertake relevant and wide-ranging research, analysing and evaluating information to make informed judgements. They will have a detailed understanding of processes, resources, techniques and materials showing independent ideas expressed with confidence and originality. Their evidence will be appropriately contextualised showing planning, organisation and investigatory skills in a well-structured and thorough way.

The learner will have shown a high degree of motivation, ability and commitment and will have completed the tasks effectively in a manner far exceeding the minimum standard for a level 2 qualification.

Distinction* (Star)

The learner will have achieved a Distinction grade for all units of the qualification demonstrating consistent work for a level 2 qualification.

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification. The assessment for the **Jersey Progression Qualification** is unit based. Each unit requires the learner to demonstrate that they have met the learning outcomes. Learning outcomes are assessed through a portfolio of evidence which can take a number of different forms. The assessment methods used are appropriate to the type of learning activity and tasks prescribed in the unit.

Assessment methods include:

- Assignments
- Project based work
- Written tests or examinations
- Practical tests or examinations
- Lecturer/assessor observation
- Audio/video recorded activities
- Interviews or a viva
- On-line assessment
- Portfolio of documentation
- Sketchbooks
- Video/audio diaries
- Workbooks
- Use of blogs or discussion forums
- Employer or customer/client feedback.

Course-based assessment

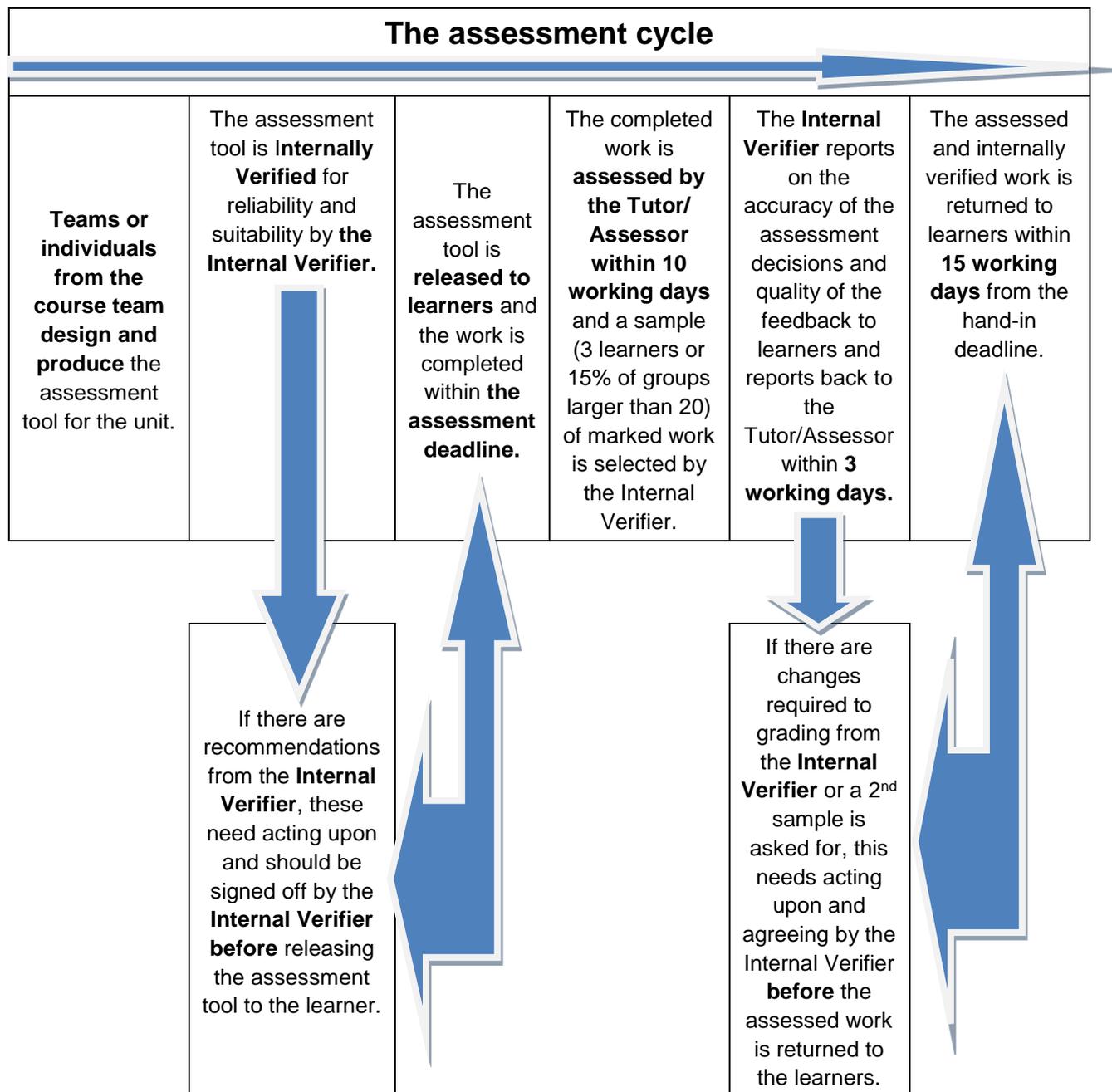
The assessment tool or activity for each unit is designed and set by each course team or an individual member of the team. A unit may have more than one assessment type to cover all of the learning outcomes but this will not *normally* exceed more than one per learning outcome. Where possible, a single assessment activity per unit is advised. Whilst **all** of the content of a unit must be taught, course teams can be **selective** about which aspects of the content may be assessed, particularly where assessment tests or assignments are unseen prior to the learner taking them.

Once the assessment tool is designed and written it is given to an **Internal Verifier** to verify prior to being released to learners. The **Internal Verifier** must be independent from the design and production process of the assessment tool. The role of the **Internal Verifier** is to check the reliability and appropriateness of the assessment tool. The Internal Verifier will complete a pro-forma and feedback to the assessment tool writer/designer who will act upon any recommendations or required changes before issuing the assessment tool to learners.

Each learner will complete the appropriate assessment task or tasks for each unit to a given deadline. On completion of each unit learners will declare that the work produced is their own unaided work (except in the case of examinations or tests taken under timed and supervised conditions). The tutor/assessor will countersign this declaration to confirm that the work carried out is the learner's own and unaided work. Learners may carry out research activities outside of the supervised sessions, but any work submitted for assessment must be authenticated and attributable to the learner. Learners should ensure that any work by others or research material used in their assessed work is properly referenced and the source acknowledged.

Learner work will be assessed by the tutor/assessor using the grading criteria from each unit. The **Internal Verifier** will sample the assessed work and feedback to

the tutor/assessor on the accuracy of their assessment decisions using an Internal Verification pro-forma. The Tutor/Assessor must act on the feedback from the Internal Verifier and amend their assessment decisions accordingly. A further sample may be asked for where there are inaccuracies in the marking. A minimum of **three** different learners' work or **15%** of the cohort (whichever is the greater) should be sampled by the Internal Verifier for each assessment task. Across all units, all learners should be sampled where possible.



Standardisation

To ensure that standards are maintained across the whole Jersey Progression Qualification and within each subject strand, a **Lead Internal Verifier** will sample at least **three** different internally verified Assessment Tools within each subject strand. The **Lead Internal Verifier** will provide each Course Team and their Internal Verifiers with a brief report that highlights areas of good practice and identifies any areas for improvement. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the standard, quality and consistency of the assessment tools being used across the qualification and make recommendations for improvements year on year.

The **Lead Internal Verifier** will also sample at least **three** internally verified assessment decisions from each subject strand. They will compare standards across and between each subject strand. This will ensure that assessment and grading decisions are being arrived at consistently in terms of the types and quality of evidence being presented for assessment purposes and the application of grading descriptors. The **Lead Internal Verifier** will also carry out standardisation exercises within subject strands and between different subject strands. The **Lead Internal Verifier** will produce a brief report for each course team that highlights good practice and provides recommendations that will ensure consistency and fairness of marking. The **Lead Internal Verifier** will also report to an annual **Jersey Progression Qualification Review Board** on the reliability and consistency of assessment decisions within each programme and across the Jersey Progression Qualification as a whole.

External verification

To further assure the quality and consistency of assessment across all subjects of the Jersey Progression Qualification, there is an external verification process that mirrors that of the Lead Internal Verification process. External verification is carried out by an external verifier who is appointed, trained and monitored by NCFE. The external verifier is responsible for monitoring and sampling learners' evidence to ensure that assessment decisions are valid, reliable, fair and consistent. The issuing of certificates by NCFE is subject to the External Verifier reporting that all of the conditions of accreditation have been met.

Awarding

An annual **Award Board** is held in late June/early July once all of the assessments are completed across all subject areas and the grades for each student are verified and recorded. The College Registrar is responsible for running these meetings and ensuring that the correct grades are recorded and reported to NCFE. **The Award Board** is made up of the Chair (normally the College Registrar), a member of the College Leadership Team, the Lead Internal Verifier and a Minutes Secretary.

Attendance at the Award Board

- The Head of Department or Director for the named qualification
- The Subject Co-ordinator for the named qualification
- The internal verifier(s) of all units for the named qualification
- Attendance of **unit assessors** at the awarding meeting is **optional**

Required documentation for the Award Board

- Copies of all completed Extenuating Circumstances forms (if any)
- Copies of all completed Candidate Appeals forms (if any)
- Copies of documentation related to compensation for missing marks (if any)
- Completed grading sheets for all candidates showing all unit grades and the proposed final overall grade for the Jersey Progression Certificate and for the Jersey Progression Diploma.

Agenda for the awarding meeting²

1. Welcome by the Chair and record of attendees made
2. Consideration of any Extenuating Circumstances
3. Decisions regarding individual candidates and extenuating circumstances documented and implemented **prior** to awarding³
4. Consideration of any Appeals
5. Decisions regarding individual appeals documented and implemented **prior** to awarding
6. Review of any candidates who have failed to complete the Certificate or the Diploma (or Unit 4: Working in the Industry) where there are no extenuating circumstances and/or an appeal has not been upheld
7. Chair records decisions related to non-completers which will be **one** of the following:
 - a. The candidate is allowed to resubmit work by a set date
 - b. The candidate is unable to resubmit work and achievement at unit only level will be recorded
8. Review of grade boundaries (at unit level for unit 4; at whole qualification level for named qualifications awarding).⁴
 - a. For unit 4: The Unit Leader will talk the panel through the Minimum Mark Setting Process for the unit and verify how the grade boundary decisions for the unit were reached. Comparison with the previous year's grade boundaries also to be taken into consideration.
 - b. All candidates with grades **PPMM** (which equates to an overall **Pass** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Pass are securely assessed. If any of the units graded at Pass are close to the Pass/Merit boundary, this work may be recommended for re-assessment. If one of the pass units is re-assessed at Merit, the overall grade to be awarded at **Merit**.

² Unit 4: Working in the Industry is common to all named qualifications. There will be a separate awarding meeting for this unit which will happen before the subject panels. The agenda for this meeting will relate solely to the unit and the decisions for this unit will be carried forward to each subject awarding meeting.

³ Where decisions related to Extenuating Circumstances and/or appeals cannot be resolved at this stage, the panel will reconvene to determine the outcomes for the individual candidates concerned. Decisions related to candidates where there are no appeals or extenuating circumstances will be made as part of items 6 and 7.

⁴ Where the Unit 4 result is the reason for a candidate's overall grade being on the Pass/Merit or Merit/Distinction grade boundaries and that candidate's unit 4 grade is within 1 mark of the learning outcome grades for the unit, their work will be reviewed.

- c. All candidates with grades **MMMDD** (which equates to an overall **Merit** grade) to be reviewed. This is to ensure that the team is satisfied that all of the units graded Merit are securely assessed. If any of the units graded at Merit are close to the Merit/Distinction boundary, this work may be recommended for re- assessment. If one of the Merit units is re-assessed at Distinction, the overall grade to be awarded at **Distinction**.
9. Confirmation of the award of the Jersey Progression Certificate and the Jersey Progression Diploma for each candidate in the named qualification pathway.
10. Summary of Actions from the meeting.
11. AOB.

The Chair will make it clear at the outset of each Awarding Meeting that the results remain confidential until the External Verifier has submitted their final report for the year.

Assessment regulations

To achieve the **Jersey Progression Qualification** learners will successfully pass the units associated with the qualification. The assessment schedule for each unit will be identified at the start of the course and may include a range of different tasks such as practical activities, skill tests, in-class tests, course work, written reports and formal examinations, amongst others. A submissions calendar for all assessed work will be made available at the beginning of the academic year.

Deadlines for assessment are an important part of the **Jersey Progression Qualification** as by meeting these, learners develop the important employability skill of good time management. It is also important not to advantage learners by accepting late work. This allows individuals extra time to complete assignments, which is unfair. If there are extenuating circumstances for late submission the learning needs to complete the appropriate form and submit it for consideration at the Award Board. Assessments which are not submitted by the original specified assessment deadline but are received within five working days afterwards will be marked but will only be able to receive a maximum grade of **Pass**. Late work will have limited written feedback.

Normally only one opportunity will be given to provide final formative assessment feedback on assessed work. Feedback will focus on enhancing the learners' understanding and knowledge to allow them to further develop their answers. It is not intended that tutors write or provide information that can be directly incorporated into an assessment.

Following formative assessment and feedback, learners are able to:

- Revisit work to add to the original evidence produced to consolidate a Pass grade or to enhance their work to achieve a higher grade
- Submit evidence for summative assessment and the final unit grade.

Summative assessment is a final assessment decision on an assessment task in relation to the assessment criteria of each unit. It is the definitive assessment and it is recorded on the learner's profile. Should the learner not achieve at least a Pass grade, the submitted work will be recorded as 'Not Yet Achieved'.

Reassessment

The decision on whether to offer the learner the opportunity for reassessment will be made by the Course Team, in consultation with the Lead Internal Verifier, prior to the Award Board. Reassessment can either be through:

- Resubmission – revision of the work originally submitted; or
- Retake – submission of a new piece of work.

Extenuating circumstances

The purpose of this policy is to outline the support available for learners who, during their studies, experience exceptional unforeseen circumstances beyond their control which severely affect their ability to successfully complete an assessment, meet an assignment deadline or sit an examination. The table below gives an indication of what might be considered valid extenuating circumstances and circumstances which would not be considered valid.

This list is not exhaustive and learners should not make assumptions regarding extenuating circumstances but should ask for advice from their tutor or staff from Student Life to confirm what might be an appropriate claim.

Each claim for extenuating circumstances must be accompanied by a completed Extenuating Circumstances Form (see Appendix I) and independent supportive evidence which is signed and dated by the appropriate individual, e.g. the doctor. Examples of corroborating evidence likely to be acceptable include an original copy of a medical certificate, the doctor's or counsellor's letter on headed paper, or a hospital appointment letter. Every claim for extenuating circumstances will be considered by the Course Team, in consultation with the Lead Internal Verifier, on a case by case basis.

Applications for extenuating circumstances should always be made as soon as possible **before** the assessment deadline. Claims made after the assignment is due will not normally be considered unless there are exceptional reasons for not doing so. Evidence and a completed claim form must be provided within five working days of the assessment deadline to support any such claims. If a claim is considered valid, an extension of a maximum of **ten working days** will normally be granted and the assessment must be submitted before this revised deadline. Any late submission of work for which there is no valid claim for extenuating circumstances but which is submitted within five working days of the initial deadline will receive a maximum grade of Pass.

Compensation

To be awarded the Jersey Progression Certificate it is expected that the learner achieves two core units and three option units and for the Jersey Progression Diploma a further two core units and three option units. However, it may be possible to award **compensation** for one incomplete unit in the Certificate and one incomplete unit in the Diploma if there are valid extenuating circumstances. This equates to a maximum of 20% compensation for each qualification. The decision to award compensation rests with the Award Board. Where a unit is compensated, this will be shown on the learner transcript.

Valid extenuating circumstances

Medical illness or serious injury which has a severe impact on work and can be evidenced by a GP/Doctor

Extreme personal problems

Bereavement of a close family member or close friend

Not valid

Coughs, colds, sore throats or other minor illnesses

Illness affecting relatives or friends would not be considered a valid reason unless it is serious or you are the main carer

Making personal arrangements such as holiday arrangements, medical appointments, etc., which conflict with the examination and assessment timetable

Transport problems

Computer problems including submission of the wrong file, computer malfunction, etc.

Alarm clock not going off

Misreading the timetable and/or failing to attend at the right time and in the right place

Non-submission of work

Lateness or absence from assessment sessions

Moving house

Sanctions imposed for being in breach of college regulations.

Student academic appeal procedure

If a learner disagrees with an assessment decision the procedure outlined below will be followed. Please note an appeal can only be based on the achievement/non-achievement of the specific criteria related to that assessment.

Stage One: Informal

If a learner disagrees with the assessment decision of an assessor, the learner must discuss this with the assessor within a period of five working days following the assessment decision. If the matter is unresolved then the issues should be documented on a Candidate Appeal Form (see Appendix II) before moving to Stage Two.

Stage Two: Formal

The internal verifier should review the assessment decision within five working days and notify the learner in writing. The learner agrees or disagrees with the outcome, in writing, within a period of five working days and if the matter is unresolved Stage Three takes effect.

Stage Three: Appeal Hearing

The College Registrar or their nominee will hear the appeal within a period of ten working days. The panel at the Appeal Hearing will also include the Head of Department, the original assessor and the internal verifier. The learner can choose to be accompanied by a friend, parent or guardian. The panel will inform the learner of the outcome of the hearing, both orally and in writing, within five working days.

Academic malpractice policy

Academic malpractice can be defined as any attempt to gain unfair advantage in the assessment process of a qualification and therefore manipulate the grades which might be achieved. Malpractice may be intentional or unintentional, however, the college policy on malpractice does not consider whether there is intention to deceive or not.

Examples of malpractice include:

- allowing someone else to complete the assignment;
- copying another learner's work (with or without their permission);
- copying anything from the internet or from an article or book without acknowledging the author; or
- failure to reference sources correctly.

All assessed work must be solely the own work of the learner and learners must sign an assessment cover sheet before submission to confirm this.

The College supports learners in the avoidance of malpractice by helping them to develop appropriate academic skills through the initial part of their studies. This includes tuition on how to carry out and record research, writing skills and referencing.

The College takes academic malpractice very seriously and has produced a full policy which outlines what is deemed as malpractice, the process the college will use to investigate its occurrence and the sanctions which may be imposed if malpractice is proven. The policy and guidelines relating to academic malpractice can be found on the College Intranet.

Access arrangements and reasonable adjustments

The College takes its commitments under the Discrimination (Jersey) Law 2013 very seriously and works to create equal access for learners through the provision of information, advice, guidance and, where appropriate, additional support to meet individual needs and situations.

If you have a recognised learning need, medical condition or disability which affects your ability to study, complete assessments or sit examinations, you must bring this to the attention of your tutor. They will advise you on the best course of action in accordance with the Highlands College Special Educational Needs and Equality, Diversity and Inclusiveness policies. These College policies have been developed to take account of the published policies and regulations of the Joint Council for Qualifications. Under these policies you may qualify for access arrangements, reasonable adjustments or additional support when studying or undertaking assessed work. Any such claims must be made in a timely manner and supported by appropriate evidence and documentation.

Section B

Unit Content

and

assessment

guidance

Structure of the Jersey Progression Qualification in Art and Design

Unit No.	Unit Title	Core/ Option
1	Combining Art and Design Disciplines	Core
2	Drawing and Mark Making	Core
3	Specialist Studies	Core
4	Working in the Industry	Core
<p>The Jersey Progression Certificate requires learners to achieve unit 1 or 3 and unit 2 or 4.</p> <p>The Jersey Progression Diploma requires learners to achieve the remaining two core units.</p>		
5	Painting	Option
6	Sculpture	Option
7	Photography	Option
8	Textiles and Print	Option
9	3D Design	Option
10	Graphic Design	Option
<p>The Jersey Progression Certificate requires learners to achieve unit 1 or 3 and unit 2 or 4 and a further three option units.</p> <p>The Jersey Progression Diploma requires learners to achieve the remaining two core units and a further three different option units from those achieved for the Certificate.</p>		

Unit 1 – Combining Art and Design Disciplines

Unit summary

In this unit you will combine the skills and knowledge developed during other units in order to plan and produce original artwork(s).

Guided learning hours

48 hours

Level

2

This core unit is synoptic

Learning outcome 1

The learner will: Plan an original piece of artwork that combines two different disciplines.

The learner must know about:

- The work of a range of artists or designers working in your chosen disciplines
- The media, materials and techniques used within your chosen disciplines
- Developing a proposal.

Learning outcome 2

The learner will: Produce a body of experimental work and finished piece(s) that combine two disciplines and meet the objectives of the proposal.

The learner must demonstrate:

- The ability to undertake visual research and produce experimental samples that combine two disciplines
- The safe use of materials and techniques
- The creation of a series of finished piece(s) or final piece that combines two disciplines based on the proposal.

Learning outcome 3

The learner will: Review their working practices and the finished piece(s)

The learner must consider:

- The effectiveness of the research and experimentation
- Use of media, materials and techniques
- How the finished piece(s) relate to the proposal
- Specific actions in order to improve future outcomes.

Grading descriptors

Pass:

LO1: Plan an original piece of artwork that combines two different disciplines.

- Describe a range of artists or designers from two different disciplines and their work
- Describe media, materials, working process and techniques using some technical language
- Create an achievable proposal that combines two disciplines.

LO2: Produce a body of experimental work and finished piece(s) that combine two disciplines and meets the objectives of the proposal.

- Undertake some visual research and produce basic experimental samples that combine two disciplines.
- Demonstrate safe and competent use of materials and techniques
- Apply skills and techniques to produce finished work (s) that relates to some of the intentions set out in the proposal.

LO3: Review their working process and the finished piece (s).

- Comment on the process of research and experimentation, use of materials and techniques
- Describe outcomes of some aspects of the project in relation to the proposal's intentions with some suggestions for improvement.

Merit:	<p>LO1: Plan an original piece of artwork that combines two different disciplines.</p> <ul style="list-style-type: none"> • Describe a range of artists or designers working in two different disciplines and their work in some detail. • Describe media, materials, working process and techniques in some detail using technical language appropriately. • Create a clear, achievable proposal that combines two disciplines effectively. <p>LO2: Produce a body of experimental work and finished piece(s) that combine two different disciplines and meets the objectives of the proposal.</p> <ul style="list-style-type: none"> • Undertake purposeful visual research and produce varied experimental samples, that combine two disciplines. • Demonstrate safe and competent use of a variety of materials and techniques • Completed final piece(s) are of a good standard and demonstrate some imagination. <p>LO3: Review their working practices and the finished piece(s)</p> <ul style="list-style-type: none"> • Review the effectiveness of research and experimentation, use of materials and techniques • Review in some detail outcomes of the project in relation to their proposal with specific recommendations for improvement
Distinction:	<p>LO1: Plan an original piece of artwork that combines two different disciplines.</p> <ul style="list-style-type: none"> • Describe comprehensively a range of artists or designers working in two different disciplines and their work. • Create a detailed, achievable proposal that combines two disciplines effectively. <p>LO2: Produce a body of experimental work and finished piece(s) that combine two different disciplines that meets the objectives of the proposal</p> <ul style="list-style-type: none"> • Undertake detailed research using a wide range of sources and skilfully produce experiments which show flair and • Demonstrate safe and skilful use of a variety of materials and techniques • Completed final piece (s) is sophisticated and original matching the intentions of their proposal. <p>LO3: Review their working process and the finished piece (s).</p> <ul style="list-style-type: none"> • Give a detailed evaluation of the effectiveness of research, experimentation, materials and techniques • Give a detailed evaluation of outcomes of all aspects of the project in relation to the proposal's intentions with specific recommendations for improvement.

Assessment Evidence

The assessment for this outcome consists of:

- Completion of contextual research, visual research and experimentation.
- Completion of a formal proposal for the completed artwork.
- Completion of a fully realised piece (or series of pieces) presented in an appropriate format and accompanied by a verbal evaluation.

Delivery guidance

Learners will work under controlled conditions, supervised by a tutor/lecturer, although they will be required to work independently. At a fixed point during the project, learners will be required to submit a proposal to the supervising member of staff for approval. This is to ensure that ideas are fit for purpose and (more importantly) achievable within the constraints of the project.

The unit is synoptic and as such the intention is for learners to apply generic skills developed in other units (e.g. contextual and visual research, experimentation, proposals etc.) with a range of materials and techniques also developed in other units (e.g. print, textiles, painting sculpture etc.) in order to independently develop and produce original work that combines more than one discipline.

The project will take place over a period of 25 hours (ideally 5 hours per day over 5 consecutive days). Learners' work in progress must be kept securely at the end of each day to ensure that conditions remain controlled. Assessment will be of the finished work at the end of the project at the point where learners present and evaluate their work.

Unit 2 – Drawing and Mark Making

Unit summary

In this unit you will learn the fundamental skills of drawing and mark making as both an art form and an important component of all other art and design disciplines.

Guided learning hours

48

Level

2

This is a core unit

Learning outcome 1

The learner will: Plan an original series of drawings.

The learner must know about:

- The work of artists who use drawing as a fundamental part of their own practice.
- The media, materials and techniques used to draw.
- Developing a proposal.

Learning outcome 2

The learner will: Produce a body of experimental work and a series of drawings that meets the objectives of the proposal.

The learner must demonstrate:

- The ability to undertake visual research and produce experimental drawings.
- The use of appropriate drawing techniques and media.
- The creation of a series of drawings and finished drawing based on the proposal.

Learning outcome 3

The learner will: Review their working process and the finished drawings.

The learner must consider:

- The effectiveness of research and experimentation
- Use of media, materials and techniques
- How the finished drawing(s) relate to the proposal
- Specific actions in order to improve future outcomes

Grading descriptors

Pass:

LO1: Plan an original series of drawings.

- Describe a range of artists who use drawing as a fundamental part of their practice.
- Describe media, materials, process and techniques using some technical language
- Create an achievable proposal for the series of drawings.

LO2: Produce a body of experimental work and a series of drawings that meets the objectives of the proposal.

- Undertake some visual research and produce basic experimental drawings showing some development.
- Demonstrate competent use of media, materials and techniques
- Apply appropriate drawing techniques and media to produce finished work that relates to some of the intentions set out in the proposal.

LO3: Review their working process and the finished drawing(s)

- Comment on the process of research and experimentation, use of materials and techniques
- Describe outcomes of some aspects of the project in relation to the proposal's intentions with some suggestions for improvement

Merit:

LO1: Plan an original series of drawings.

- Describe a range of artists who use drawing as a fundamental part of their practice and their work in some detail
- Describe media, materials, process and techniques in some detail using technical language appro.
- Create a clear, achievable proposal for the series of drawings.

LO2: Produce a body of experimental work and a series of drawings that meets the objectives of the proposal.

- Undertake purposeful visual research and produce experimental drawings showing development.
- Demonstrate competent use of a variety of different drawing media, materials and techniques.
- Completed final drawings (s) shows some originality and largely relates to the proposal.

LO3: Review their working process and the finished drawing(s.)

- Review the effectiveness of research and experimentation, use of materials and techniques
- Review in some detail the final drawings of the project in relation to their proposal with specific recommendations for improvement

LO1: Plan an original series of drawings.

- Describe comprehensively a range of artists who use drawing as a fundamental part of their practice and their work.
- Create a detailed, achievable proposal for the series of drawings.

LO2: Produce a body of experimental work and a series of drawings that meets the objectives of the proposal.

- Undertake detailed research using a wide range of sources and skilfully produce experimental drawings that show flair and confidence.
- Demonstrate safe and skilful use of a variety of drawing media, materials and techniques
- Completed final drawing(s) is sophisticated and original matching the intentions of the proposal.

LO3: Review their working process and the finished drawing(s.)

- Give a detailed evaluation of the effectiveness of research, experimentation, materials and techniques
- Give a detailed evaluation of the finished drawing(s) in relation to the proposal's intentions with specific recommendations for improvement.

Assessment Evidence

The assessment for this outcome consists of:

- Completion of contextual research, visual research and experimentation.
- Completion of a formal proposal for the completed artwork.
- Completion of a finished drawing or series of drawings presented in an appropriate format and accompanied by a verbal evaluation.

Delivery guidance

Learners' work in progress must be kept securely at the end of each day to ensure that conditions remain controlled. Learners will investigate artists where drawing forms a fundamental part of their practice, researching their use of media, techniques and the way in which drawing expresses their ideas. They should be encouraged to develop their own responses through independent research and select artists whose drawing resonates with them in order to inform their own practice.

Learners should explore a range of media, materials and processes which may include; pen, pencil, graphite, charcoal, chalk, wet media such as ink, paint as well as alternative drawing methods such as wirework, stitch, etching, mono printing. They should have the opportunity to explore and experiment with a range of skills and techniques such as batik, drawing into clay/porcelain or digital drawings. They should also use alternative equipment in order to achieve this such as the sewing machines, computer software, print facilities alongside more traditional approaches.

During the controlled assessment learners will be given a brief with a set theme and will respond to this with a personal proposal. Contextual research may be in the form of a mood board, artist research sheets or a small contextual research booklet. This should include imagery of their chosen artists' drawings alongside annotations about media, techniques and ideas. They will need to make clear links between their work and their chosen artist. They will produce drawings demonstrating an experimental approach incorporating a variety of media, techniques and means of expressing their ideas. They will produce a resolved drawing or series of drawings to be appropriately displayed to enable presentation and discussion between the assessor and the student.

Unit 3 – Specialist Studies

Unit summary

In this unit you will select a single discipline in which you would like to develop your skills. You will then develop a proposal for original artwork(s) in your chosen medium and produce the work under controlled conditions.

Guided learning hours

48 hours

Level

2

This core unit is synoptic

Learning outcome 1

The learner will: Plan an original piece of artwork that demonstrates the use of a single discipline.

The learner must know about:

- The work of a range of artists working within your chosen discipline
- The media, materials and techniques used within your chosen discipline
- Developing a proposal.

Learning outcome 2

The learner will: Produce a body of experimental work and finished piece(s) within your chosen discipline that meet the objectives of the proposal.

The learner must demonstrate:

- The ability to undertake visual research and produce experimental samples within your chosen discipline
- The safe use of materials and techniques
- The creation of a series of finished pieces or final piece within your chosen discipline based on the proposal.

Learning outcome 3

The learner will: Review their working process and the finished piece(s)

The learner must consider:

- The effectiveness of the research and experimentation
- Use of media, materials and techniques
- How the finished piece(s) relate to the proposal
- Specific actions in order to improve future outcomes

Grading descriptors

Pass:	<p>LO1: Plan an original piece of artwork that demonstrates the use of a single discipline</p> <ul style="list-style-type: none"> • Describe a range of artists or designers from your discipline and their work • Describe media, materials, working process and techniques using some technical language • Create an achievable proposal appropriate to the chosen discipline. <p>LO2: Produce a body of experimental work and finished piece(s) within your chosen discipline that meets the objectives of the proposal</p> <ul style="list-style-type: none"> • Undertake some visual research and produce basic experimental samples within your chosen discipline that meet the objectives of the proposal. • Demonstrate safe and competent use of materials and techniques • Apply skills and techniques to produce finished work (s)that relates to some of the intentions set out in the proposal. <p>LO3: Review their working process and the finished piece (s)</p> <ul style="list-style-type: none"> • Comment on the process of research and experimentation, use of materials and techniques • Describe outcomes of some aspects of the project in relation to the proposal's intentions with some suggestions for improvement.
Merit:	<p>LO1: Plan an original piece of artwork using a single discipline.</p> <ul style="list-style-type: none"> • Describe a range of artists or designers working within a specific discipline and their work in some detail. • Describe media, materials, working process and techniques in some detail using technical language appropriately • Create a clear, achievable proposal which will be effective in the chosen discipline. <p>LO2: Produce a body of experimental work and finished piece(s) within a chosen discipline that meets the objectives of the proposal</p> <ul style="list-style-type: none"> • Undertake purposeful visual research and produce varied experimental samples within a specific discipline • Demonstrate safe and competent use of a variety of materials and techniques. • Completed final piece(s) are of a good standard and demonstrate some imagination <p>LO3: Review their working practices and the finished piece(s)</p> <ul style="list-style-type: none"> • Review the effectiveness of research and experimentation, use of materials and techniques • Review in some detail outcomes of the project in relation to their proposal with specific recommendations for improvement

LO1: Plan an original piece of artwork using a single discipline

- Describe comprehensively a range of artists or designers working within a specific discipline and their work.
- Create a detailed, achievable proposal which will be effective in the chosen discipline.

LO2: Produce a body of experimental work and finished piece(s) within your chosen discipline that meets the objectives of the proposal

- Undertake detailed research using a wide range of sources and skilfully produce experiments which show flair and confidence.
- Demonstrate safe and skilful use of a variety of materials and techniques
- Completed final piece(s) is sophisticated and original matching the intentions of their proposal

LO3: Review their working process and the finished piece(s).

- Give a detailed evaluation of the effectiveness of research, experimentation, materials and techniques
- Give a detailed evaluation of outcomes of all aspects of the project in relation to the proposal's intentions with specific recommendations for improvement.

Assessment

The assessment for this outcome consists of:

- Completion of contextual research, visual research and experimentation.
- Completion of a formal proposal for the completed artwork.
- Completion of a fully realised piece (or series of pieces) presented in an appropriate format and accompanied by a verbal evaluation.

Delivery guidance

There is no formal delivery involved in this unit as the total available time is allocated to learners independently producing original work under controlled conditions. Learners will work under controlled conditions, supervised by a tutor/lecturer, although they will be required to work independently.

At a fixed point during the project, learners will be required to submit a proposal to the supervising member of staff for approval. This is to ensure that ideas are fit for purpose and (more importantly) achievable within the constraints of the project.

The unit is synoptic and as such the intention is for learners to apply generic skills developed in other units (e.g. contextual and visual research, experimentation, proposals etc.) with a range of materials and techniques also developed in other units (e.g. print, textiles, painting sculpture etc.) in order to independently develop and produce original work within a single specialist discipline. It is strongly recommended that learners focus on a discipline with which they are already fairly comfortable and confident due to the time constrained nature of this unit.

The project will take place over a period of 25 hours (ideally 5 hours per day over 5 consecutive days). Learners' work in progress must be kept securely at the end of each day to ensure that conditions remain controlled.

Assessment will be at the end of the project at the point where learners present and evaluate their work.

Unit 4 – Working in the Industry

Unit summary	This unit will develop your readiness for the world of work. Through research activities you will develop an awareness of your industry sector and the opportunities that may be open to you. You will assess your current employability skills, plan for a placement and subsequently embark on work experience. This unit concludes with an opportunity to re-assess your skill set and the progress made.
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Guided hours	48 hours
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Level	2
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Learning outcome 1

The learner will: Identify current employability skills and plan for an industry relevant work placement.

The learner must know about:

- Employability skills and employment opportunities in their industry.
- Curriculum vitae (CV) and covering letters.
- Interview skills.

Learning outcome 2

The learner will: Carry out an industry relevant work placement.

The learner must demonstrate:

- Planning skills
- Communication skills
- Self-management skills
- Team work skills
- Problem solving skills
- Decision making skills

Learning outcome 3

The learner will: Review the progress made in developing employability skills during the placement period and how this has influenced their plans for the future.

The learner must consider:

- Their current employability skills
- The progress made from their work experience
- The impact of their work experience on improving their employability skills
- How their work experience placement has influenced their plans for the future

Grading descriptors

Pass:

LO1: Identify current employability skills and plan for an industry relevant work placement.

- Identify current employability skills, their strengths and areas for development.
- Identify three employment options in the sector
- Complete preparation for an appropriate work placement including a basic C.V., covering letter and demonstration of adequate interview skills.

LO2: Carry out an industry relevant work placement.

- Complete an appropriate work placement with a satisfactory outcome.
- Complete a daily work placement portfolio demonstrating some degree of accuracy against the brief.

LO3: Review the progress made in developing employability skills during the placement period.

- Identify a range of strengths and areas for development in employability skills and provide evidence to support this.
- Outline basic ways to improve the employability skills.
- Outline how their placement has influenced their plans for the future

Merit:

LO1: Identify current employability skills and plan for an industry relevant work placement.

- Identify current employability skills, strengths and areas for improvement with explanations of these.
- Identify and describe the job roles of at least 3 employment options in the sector
- Complete tailored preparation for an appropriate work placement including a tailored C.V., appropriate covering letter and demonstration of good interview skills.

LO2: Carry out an industry relevant work placement.

- Complete an appropriate work placement with a satisfactory outcome.
- Complete a daily work placement portfolio demonstrating mostly accurate information against the brief.

LO3: Review the progress made in developing employability skills during the placement period.

- Identify a range of strengths and areas for development in employability skills and provide evidence to support this.
- Outline advanced ways to improve the employability skills.
- Describe how their placement has influenced their plans for the future

Grading descriptors

Distinction:

LO1: Identify current employability skills and the appropriate employability options in the industry.

- Identify current employability skills, outline strengths and areas for improvement with detailed explanations of each.
- Identify and evaluate several employment options in the sector.
- Complete thorough and appropriate preparation for a work placement including a detailed C.V., covering letter and demonstration of excellent interview skills.

LO2: Carry out an industry relevant work placement.

- Complete an appropriate work placement with a satisfactory outcome.
- Complete a daily work placement portfolio with accurate information against the brief.

LO3: Review the progress made in developing employability skills during the placement period.

- Identify a range of strengths and areas for development in employability skills, recognise their relative importance and provide evidence to support this.
- Describe advanced ways and develop ideas to improve the employability skills.
- Give detailed account of how their placement has influenced their plans for the future

Assessment

The assessment for this unit requires the completion of:

1. an online employability skills assessment via “Navigate” under controlled conditions. This will be completed during the first week of course.
2. pre-placement planning and preparation including a C.V., covering letter.
3. allocated days of work placement at a time appropriate for industry, the course and the learner.
4. a daily work placement journal.
5. a second online employability skills assessment (following placement) via “Navigate” under controlled conditions demonstrating the progress made since the first employability skills assessment.
6. A review task in the form of an interview under controlled conditions

Timing of assessment tasks:

- Employability skills assessment
- Completion of pre-placement paperwork
- Completion of work placement (minimum 5 days)
- Maintenance of work placement journal
- Reassessment of employability skills post placement under controlled conditions
- Controlled assessment in the form of interview to reflect on unit, work experience and plans for the future.

Types of evidence

The evidence for this unit consists of:

1. The results of an online employability skills assessment.
2. Pre-placement planning and preparation including a C.V., covering letter, and evidence of interview skills.
3. Completion of allocated days of work placement.
4. A daily work placement journal.
5. The results of a second online employability skills assessment (following placement).
6. An observed interview carried out by an examiner.

Delivery guidance

The focus of this unit is the professional approach required by learners when applying for any form of employment, work experience or voluntary position. Learners will be given the opportunity to complete sufficient time in a placement to ensure that they have been able to develop their employability skills and knowledge of the industry/work place. This unit will be delivered by a combination of e-learning through the online platform Navigate, tutor input, visiting speakers from the industry and work placement supervisors.

Learners will need to know about their current employability skills. They will complete an online skills questionnaire and set targets on Navigate. These will be discussed with their tutor. Learners will research into employment opportunities, both on and off the island, through tutor taught sessions, visiting speakers from the industry and research on line. Research should include knowledge of specific recruitment methods for industry and the part social media plays in job searching. Learners will identify appropriate opportunities linked to personal analysis through a career planning computer package e.g. Adult Directions accessed through Navigate and e-learning sessions.

Learners will prepare for their placement through taught sessions and Navigate. They will identify appropriate placement organisations, matching job description and person specification to skills, abilities and qualities. They will learn how to develop a relevant CV, complete an application form and produce an effective covering letter. They will demonstrate effective interview techniques and develop a knowledge of expectations and appropriate behaviours for placement.

Learners will complete a relevant and appropriate work placement and produce a daily placement journal through Navigate which will be verified by the placement supervisor and personal tutor. After the placement, learners will complete: an online placement review; a review of skills; and an updated C.V. They will identify their strengths and areas for development appropriate to employment in the industry.

Unit 5 – Painting

Unit summary

In this unit you will learn about a range of painters, the properties and creative potential of painting media as well as the skills and techniques necessary to produce work.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Describe the work of a range of painters and the materials, processes and techniques used in painting.

The learner must know about:

- The work of a range of painters.
- Media and materials used in painting.
- Painting processes and techniques.

Learning outcome 2

The learner will: Experiment with painting media and techniques and produce a completed painting or series of paintings

The learner must demonstrate:

- The ability to undertake visual research and produce experimental samples.
- The safe use of materials and techniques.
- The creation of a series of paintings or final piece.

Learning outcome 3

The learner will: Review their working practices and finished piece(s)

The learner must consider:

- The effectiveness of research and experimentation.
- Use of materials and techniques.
- The outcome of their work in relation to their intentions.
- Ways of further developing their work as a painter.

Grading descriptors

Pass:

LO1: Describe the work of a range of painters and the materials, processes and techniques used in painting

- Describe a range of painters and their work.
- Describe media, materials working processes & techniques using some technical language.

LO2: Experiment with painting media and techniques and produce a completed painting or series of paintings.

- Undertake some visual research and produce basic experimental samples.
- Demonstrate safe and competent use of materials and techniques.
- Complete final piece(s).

LO3: Review their working practices and finished piece(s).

- Comment on the process of research and experimentation, use of materials and techniques.
- Describe outcomes of some aspects of the project in relation to intentions with some suggestions for improvement.

Merit:

LO1: Describe the work of a range of painters and the materials, processes and techniques used in painting.

- Describe a range of painters and their work in some detail.
- Describe media, materials and working processes in some detail using technical language appropriately.

LO2: Experiment with painting media and techniques and produce a completed painting or series of paintings

- Undertake purposeful visual research and produce varied experimental samples.
- Demonstrate safe and confident use of a variety of materials and techniques.
- Complete final piece(s) that are of a good standard and demonstrate some imagination.

LO3: Review their working practices and finished piece(s).

- Review the effectiveness of research and experimentation, use of materials and techniques.
- Review in some detail outcomes of the project in relation to intentions with specific recommendations for improvement.

Distinction:

LO1: Describe the work of a range of painters and the materials, processes and techniques used in painting.

- Describe comprehensively a range of painters and their work.
- Give a detailed and accurate description of media, materials and working processes using correct technical language consistently.

LO2: Experiment with painting media and techniques and produce a completed painting or series of paintings

- Undertake detailed research using a wide range sources and produce samples which show flair and confidence.
- Demonstrate safe and skilful use of a variety of materials and techniques.
- Complete sophisticated and original final piece(s) of a high standard.

LO3: Review their working practices and finished piece(s).

- Give a detailed evaluation of the effectiveness of research and experimentation, use of materials and techniques.
- Give a detailed evaluation of outcomes of all aspects of the project in relation to intentions with specific recommendations for improvement.

Assessment Evidence

The assessment for this unit consists of:

LO1 Sketch book, annotated samples, case studies or similar.

LO2 Evidence of visual research and experimental samples, refined developmental work and a resolved series of paintings or final piece.

LO3 A review in any appropriate format e.g. a recorded presentation/critique, written evaluation or witness statement/observation record.

Delivery guidance

Learners will investigate painters and their techniques. Early activities could include short lectures or presentations on a range of painters. They could participate in group discussions focussed on painters and their work as well as media, materials and processes used and the ideas driving the work. Learners should be encouraged to develop their own responses through independent research and select painters whose work resonates in order to inform their own practice. Visits to galleries and exhibitions are encouraged.

Following initial research, learners will find it helpful to create their own personalised project proposal in order to focus their ideas (although this will not be assessed). They should be introduced to appropriate planning formats in order to help them realise their objectives, although mechanisms should be personalised to meet the needs and dispositions of individual students.

Learners should explore a range of media, materials and processes which may include; oil, paints, acrylics, watercolour, inks, bleach, gouache, canvas, board, card, paper, glass, metal, plastics. They should have the opportunity to explore and experiment with a range of skills and techniques such as; dry brush, palette knives, stencilling, wet on wet, encaustic, stick and ink, body parts, found objects could be experimented with.

It is important to ensure that the project involves a constant process of review, negotiation and refinement through critiques, tutorials and peer assessment. Learners should be encouraged to constantly review, modify and improve their work in response to feedback and the evolving idea.

It is also important that this developmental process is recorded in an appropriate format such as a sketchbook, 'work in progress' photographs, blogs, notes etc. The final body of work will be appropriately displayed to enable presentation and discussion between tutor and peers, possibly as an extension of Learning Outcome 3.

Unit 6 – Sculpture

Unit summary

In this unit you will learn about the medium of sculpture. You will explore a range of sculptors and materials as well as learning the skills and techniques required to work in this medium.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Describe the work of a range of sculptors and the materials, processes and techniques used in sculpture.

The learner must know about:

- The work of a range of sculptors.
- Media and materials used in sculpture.
- Processes and techniques used in sculpture.

Learning outcome 2

The learner will: Experiment with sculptural materials and techniques and produced a finished sculpture or series of sculptures.

The learner must demonstrate:

- The ability to undertake visual research and to produce experimental samples and maquettes.
- Safe use of materials and techniques.
- The creation of a finished sculpture or series of sculptures.

Learning outcome 3

The learner will: Review their working practices and finished piece(s)

The learner must consider:

- The effectiveness of research and experimentation.
- Use of materials and techniques.
- The outcome of their work in relation to their intentions.
- Ways of further developing their work as a sculptor.

Grading descriptors

Pass:	<p>LO1: Describe the work of a range of sculptors and the materials, processes and techniques used in sculpture</p> <ul style="list-style-type: none"> • Describe a range of sculptors and their work. • Describe media, materials working processes & techniques using some technical language. <p>LO2: Experiment with sculptural media and techniques and produce a completed sculpture or series of sculptures.</p> <ul style="list-style-type: none"> • Undertake some visual research and produce basic experimental samples. • Demonstrate safe and competent use of materials and techniques. • Complete final piece(s). <p>LO3: Review their working practices and finished piece(s).</p> <ul style="list-style-type: none"> • Comment on the process of research and experimentation, use of materials and techniques. • Describe outcomes of some aspects of the project in relation to intentions with some suggestions for improvement.
Merit:	<p>LO1: Describe the work of a range of sculptors and the materials, processes and techniques used in sculpture.</p> <ul style="list-style-type: none"> • Describe a range of sculptors and their work in some detail. • Describe media, materials and working processes in some detail using technical language appropriately. <p>LO2: Experiment with sculptural media and techniques and produce a completed sculpture or series of sculptures</p> <ul style="list-style-type: none"> • Undertake purposeful visual research and produce varied experimental samples. • Demonstrate safe and confident use of a variety of materials and techniques. • Complete final piece(s) that are of a good standard and demonstrate some imagination. <p>LO3: Review their working practices and finished piece(s).</p> <ul style="list-style-type: none"> • Review the effectiveness of research and experimentation, use of materials and techniques. • Review in some detail outcomes of the project in relation to intentions with specific recommendations for improvement.

Distinction:

LO1: Describe the work of a range of sculptors and the materials, processes and techniques used in sculpture.

- Describe comprehensively a range of painters and their work.
- Give a detailed and accurate description of media, materials and working processes using correct technical language consistently.

LO2: Experiment with sculptural media and techniques and produce a completed sculpture or series of sculptures

- Undertake detailed research using a wide range sources and produce samples which show flair and confidence.
- Demonstrate safe and skilful use of a variety of materials and techniques.
- Complete sophisticated and original final piece(s) of a high standard.

LO3: Review their working practices and finished piece(s).

- Give a detailed evaluation of the effectiveness of research and experimentation, use of materials and techniques.
- Give a detailed evaluation of outcomes of all aspects of the project in relation to intentions with specific recommendations for improvement

Assessment Evidence

The assessment for this unit consists of:

LO1 Sketch book, annotated samples, case studies or similar.

LO2 Evidence of visual research and experimental samples, refined developmental work and the completed sculpture or range of sculptures.

LO3 A review in any appropriate format e.g. a recorded presentation/critique, written evaluation or witness statement/observation record.

Delivery guidance

Initial research will include consideration of form and learners should be encouraged to use a range of primary and secondary sources in order to inform their work. This could include visits to galleries and exhibitions as well as visits to sites of visual interest such as heritage sites, natural landscapes, industrial environments etc. as well as more traditional research methods. Following initial research, learners will find it helpful to create a personalised project proposal in order to focus their ideas (although this will not be assessed). They should be introduced to appropriate planning formats to help them realise their objectives. Mechanisms could include; group discussions (recorded), mind maps, mood boards, projects plans/grids, targets and deadlines, project diaries etc.

In response to their proposal, learners will produce drawings and experiments to generate ideas for 3D maquettes which will be refined leading to a finished sculpture as well as notes and annotations evidencing their thought process. They should explore a range of media, materials and processes which could include; resistant or non-resistant materials, constructing, joining, moulding etc. Skills and techniques should be delivered through practical workshops. They will need to be introduced to safe working practices within the 3D workshop area which will be evidenced through an observation record or other appropriate evidence.

It is important to ensure that the project involves a constant process of review, negotiation and refinement through critiques, tutorials and peer assessment. Learners should be encouraged to constantly review, modify and improve their work in response to feedback and the evolving idea. Staff should plan regular review sessions in order to discuss progress and update targets. It is important that this developmental process is recorded in an appropriate format. The final body of work should be appropriately displayed to enable presentation, evaluation, discussion and assessment.

Unit 7– Photography

Unit summary

In this unit you will learn about a range of photographers, the technical aspects of photography, visual language and the creative uses of photographic equipment and software.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Describe the work of a range of photographers and the equipment and techniques that photographers use.

The learner must know about:

- The work of a range of photographers.
- Photographic equipment & software
- Photographic processes & techniques.

Learning outcome 2

The learner will: Experiment with photographic equipment, software and techniques and create a portfolio of images.

The learner must demonstrate:

- The ability to undertake visual research and experimentation with photographic equipment and techniques.
- The safe use of equipment and software.
- The creation of a portfolio of completed images.

Learning outcome 3

The learner will: Review the working practices and completed portfolio.

The learner must consider:

- The effectiveness of research and experimentation.
- Use of equipment, software and techniques.
- The outcome of their work in relation to their intentions.
- Ways of further developing their work as a photographer.

Grading descriptors

Pass:	<p>LO1: Describe the work of a range of photographers and the equipment, and techniques that photographers use</p> <ul style="list-style-type: none"> • Describe a range of photographers and their work. • Describe equipment, software, processes & techniques using some technical language. <p>LO2: Experiment with photographic equipment and techniques and produce a completed portfolio of images.</p> <ul style="list-style-type: none"> • Undertake some visual research and produce basic experimental images. • Demonstrate safe and competent use of equipment and techniques. • Completed portfolio of images. <p>LO3: Review their working practices and finished portfolio.</p> <ul style="list-style-type: none"> • Comment on the process of research and experimentation, use of equipment and techniques. • Describe outcomes of some aspects of the project in relation to intentions with some suggestions for improvement.
Merit:	<p>LO1: Describe the work of a range of photographers and the equipment, and techniques that photographers use</p> <ul style="list-style-type: none"> • Describe a range of photographers and their work in some detail. • Describe equipment, software, processes & techniques in some detail using technical language appropriately. <p>LO2: Experiment with photographic equipment and techniques and produce a completed portfolio of images.</p> <ul style="list-style-type: none"> • Undertake purposeful visual research and produce varied experimental images. • Demonstrate safe and confident use of a variety of equipment and techniques. • Completed portfolio is of a good standard and demonstrates some imagination. <p>LO3: Review their working practices and finished piece(s).</p> <ul style="list-style-type: none"> • Review the effectiveness of research and experimentation, use of materials and techniques. • Review in some detail outcomes of the project in relation to intentions with specific recommendations for improvement.

LO1: Describe the work of a range of photographers and the equipment, and techniques that photographers use

- Describe comprehensively a range of photographers and their work.
- Give a detailed and accurate description of equipment, software, processes & techniques using correct technical language consistently.

LO2: Experiment with photographic equipment and techniques and produce a completed portfolio of images.

- Undertake detailed research using a wide range sources and produce images which show flair and confidence.
- Demonstrate safe and skilful use of a variety of equipment and techniques.
- Complete a sophisticated and original portfolio to a high standard.

LO3: Review their working practices and finished piece(s).

- Give a detailed evaluation of the effectiveness of research and experimentation, use of materials and techniques.
- Give a detailed evaluation of outcomes of all aspects of the project in relation to intentions with specific recommendations for improvement.

Assessment Evidence

The assessment for this unit consists of:

LO1 Sketch book, annotated samples, case studies or similar.

LO2 Evidence of visual research and experimental samples/draft images, refined developmental work/annotated drafts/contact sheets.

LO3 A review in any appropriate format e.g. a recorded presentation/critique, written evaluation or witness statement/observation record.

Delivery guidance

Learners will investigate a range of prominent photographers and the equipment, software and techniques they use to create images. They will also research the ideas and themes used by such photographers. This can be accomplished through lectures and presentations, visits to galleries/exhibitions or visiting speakers.

Following initial research, learners will find it helpful to create their own project proposal to focus their ideas (although this will not be assessed). It is important to allow them to negotiate their own theme or to select from a varied list. Themes should provide learners with the opportunity to be creative and imaginative e.g. scale, movement, 'the human condition', urban vs. rural, pattern and texture, light and tone etc. Proposals should focus at this stage on the creative intentions and meanings behind the project rather than the technical perspective. The proposal will develop as learners are introduced to new skills and technology.

Learners will be introduced to appropriate planning formats. Mechanisms could include; group discussions (recorded), mind maps, mood boards, projects plans/grids, targets and deadlines, project diaries etc. In response to their proposal they must produce a range of unedited images which will go through a process of selection. Selected images will be edited before being presented in an appropriate format. At all stages notes and annotations evidencing their working process and decisions should be kept.

As well as learning core skills such as controlling aperture, shutter speed, ISO, lighting, software tools and principles of composition, learners should be provided with ample opportunity to practise these skills individually and in groups. Technical skills should be taught where possible using industry standard equipment and software, such as DSLR, Photoshop, Bridge etc. It is important to ensure that the project involves a constant process of review, through critiques, tutorials and peer assessment. Learners will constantly review, modify and improve their work in response to feedback and the evolving idea and staff should plan regular review sessions. It is important that this developmental process is recorded in an appropriate format. The final body of work should be appropriately displayed to enable presentation, evaluation, discussion and assessment.

Unit 8 – Textiles and Print

Unit summary

In this unit you will learn about a range of printers and textile artists as well as the disciplines of textiles and print. You will produce work using different textile materials and print processes.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Describe the work of printers and textile artists and the materials, processes and techniques used in both.

The learner must know about:

- The work of a range of printers and textile artists.
- Media and materials used in textiles and print.
- Working processes and techniques used in textiles and print.

Learning outcome 2

The learner will: Experiment with textile and print materials and techniques, and produce a series of pieces or final piece combining the two disciplines.

The learner must demonstrate:

- The ability to undertake visual research and produce experimental samples.
- The safe use of materials and techniques.
- The creation of a series of pieces or final piece.

Learning outcome 3

The learner will: Review the working practices and finished piece(s)

The learner must consider:

- The effectiveness of research and experimentation.
- Use of materials and techniques.
- The outcome of their work in relation to their intentions.
- Ways of further developing their work.

Grading descriptors

Pass:	<p>LO1: Describe the work of a range of printers & textile artists and the materials, processes and techniques used in print & textiles</p> <ul style="list-style-type: none"> • Describe a range of printers & textile artists and their work. • Describe media, materials working processes & techniques using some technical language. <p>LO2: Experiment with print & textiles media and techniques and produce a completed series of pieces or final piece combining the two disciplines.</p> <ul style="list-style-type: none"> • Undertake some visual research and produce basic experimental samples. • Demonstrate safe and competent use of materials and techniques. • Complete final piece(s). <p>LO3: Review their working practices and finished piece(s).</p> <ul style="list-style-type: none"> • Comment on the process of research and experimentation, use of materials and techniques. • Describe outcomes of some aspects of the project in relation to intentions with some suggestions for improvement.
Merit:	<p>LO1: Describe the work of a range of printers & textile artists and the materials, processes and techniques used in print & textiles</p> <ul style="list-style-type: none"> • Describe a range of printers & textile artists and their work in some detail. • Describe media, materials and working processes in some detail using technical language appropriately. <p>LO2: Experiment with print & textiles media and techniques and produce a completed series of pieces or final piece combining the two disciplines.</p> <ul style="list-style-type: none"> • Undertake purposeful visual research and produce varied experimental samples. • Demonstrate safe and confident use of a variety of materials and techniques. • Complete final piece(s) that are of a good standard and demonstrate some imagination. <p>LO3: Review their working practices and finished piece(s).</p> <ul style="list-style-type: none"> • Review the effectiveness of research and experimentation, use of materials and techniques. • Review in some detail outcomes of the project in relation to intentions with specific recommendations for improvement.

Distinction:

LO1: Describe the work of a range of printers & textile artists and the materials, processes and techniques used in print & textiles

- Describe comprehensively a range of printers & textile artists and their work.
- Give a detailed and accurate description of media, materials and working processes using correct technical language consistently.

LO2: Experiment with print & textiles media and techniques and produce a completed series of pieces or final piece combining the two disciplines.

- Undertake detailed research using a wide range sources and produce samples which show flair and confidence.
- Demonstrate safe and skilful use of a variety of materials and techniques.
- Complete sophisticated and original final piece(s) of a high standard.

LO3: Review their working practices and finished piece(s).

- Give a detailed evaluation of the effectiveness of research and experimentation, use of materials and techniques.
Give a detailed evaluation of outcomes of all aspects of the project in relation to intentions with specific recommendations for improvement.

Assessment Evidence

The assessment for this unit consists of:

LO1 Sketch book, annotated samples, case studies or similar.

LO2 Evidence of visual research and experimental samples, refined developmental work and completed pieces of print and textiles work.

LO3 A review in any appropriate format e.g. a recorded presentation/critique, written evaluation or witness statement/observation record.

Delivery guidance

Learners will investigate a range of print and textile artists or designers. This may include short lectures or presentations on a range of artists' work. Learners may participate in group discussions that focus on printers and textile artist's work, their ideas, techniques and processes, their use of imagery and materials.

The tutor may either select a fine art project or a design based approach, either of which should be informed by learner's independent investigations. Learners could respond visually to a given theme for a fine art print/textiles project. Alternatively, the tutor may act as the client for a design brief, or use an outside agency as an opportunity for collaboration on a live brief. Visits to galleries and exhibitions and market research into existing products are encouraged.

Following initial research, learners will be required to create their own personalised project proposal. They should be introduced to appropriate planning formats to help them realise their objectives. Learners should explore a range of print media and techniques e.g. block printing, relief, stencilling, screen printing, mono printing, collagraph. Prints produced will be layered with additional textiles techniques such as machine stitch, hand embroidery, beading and embellishments. Other textile techniques experimented with could be hand painting, dyeing, weaving, felting, upcycling, plastic fusion, batik, manipulating and distressing fabrics.

Learners will print and embellish on to a range of surfaces including different fabrics, playing with weights and transparency of materials. Print surfaces could include papers, wood, metal, plastic, found objects, recycled materials. The project will involve a constant process of review, negotiation and refinement through critiques, tutorials and peer assessment. This developmental process will be recorded in an appropriate format.

The final body of work will be appropriately displayed to enable presentation and discussion between tutor and peers.

Unit 9 – 3D Design

Unit summary

In this unit you will learn about a range of 3D designers. You will work with different materials and skills, combining them in order to create functional work in three dimensions.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Describe the work of a range of 3D designers and the materials, processes and techniques used in the creation of 3D products.

The learner must know about:

- The work of a range of 3D designers
- Media and materials that can be used in 3D design
- The processes and techniques used by 3D designers

Learning outcome 2

The learner will: Experiment with materials and techniques to produce a completed 3D product(s) that meets a design intention.

The learner must demonstrate:

- The ability to undertake visual research and produce experimental maquettes.
- The safe use of materials and techniques.
- The creation of a finished 3D product or products meeting a design intention.

Learning outcome 3

The learner will: Review the working practices and finished piece(s)

The learner must consider:

- The effectiveness of research and experimentation
- Use of materials and techniques
- The outcome of their work in relation to their intentions
- Ways of further developing their 3D design skills

Grading descriptors

Pass:	<p>LO1: Describe the work of a range of 3D designers and the materials, processes and techniques used in 3D Design</p> <ul style="list-style-type: none"> • Describe a range of 3D Designers and their work. • Describe media, materials working processes & techniques using some technical language. <p>LO2: Experiment with 3D media and techniques and produce a completed 3D product or series of products.</p> <ul style="list-style-type: none"> • Undertake some visual research and produce basic experimental maquettes. • Demonstrate safe and competent use of materials and techniques. • Completed final product(s). <p>LO3: Review their working practices and finished piece(s).</p> <ul style="list-style-type: none"> • Comment on the process of research and experimentation, use of materials and techniques. • Describe outcomes of some aspects of the project in relation to intentions with some suggestions for improvement.
Merit:	<p>LO1: Describe the work of a range of 3D Designers and the materials, processes and techniques used in 3D Design.</p> <ul style="list-style-type: none"> • Describe a range of 3D designers and their work in some detail. • Describe media, materials and working processes in some detail using technical language appropriately. <p>LO2: Experiment with 3D media and techniques and produce a completed 3D product or products</p> <ul style="list-style-type: none"> • Undertake purposeful visual research and produce varied experimental maquettes. • Demonstrate safe and confident use of a variety of materials and techniques. • Completed final product(s) that are of a good standard and demonstrate some imagination. <p>LO3: Review their working practices and finished piece(s).</p> <ul style="list-style-type: none"> • Review the effectiveness of research and experimentation, use of materials and techniques. • Review in some detail outcomes of the project in relation to intentions with specific recommendations for improvement.

Distinction:

LO1: Describe the work of a range of 3D designers and the materials, processes and techniques used in 3D design.

- Describe comprehensively a range of 3D designers and their work.
- Give a detailed and accurate description of media, materials and working processes using correct technical language consistently.

LO2: Experiment with 3D media and techniques and produce a completed 3D product or series of products

- Undertake detailed research using a wide range sources and produce maquettes which show flair and confidence.
- Demonstrate safe and skilful use of a variety of materials and techniques.
- Completed product(s) are sophisticated and original.

LO3: Review their working practices and finished products(s).

- Give a detailed evaluation of the effectiveness of research and experimentation, use of materials and techniques.
- Give a detailed evaluation of outcomes of all aspects of the project in relation to intentions with specific recommendations for improvement.

Assessment

The assessment for this unit consists of:

LO1 Sketch book, annotated samples, case studies or similar.

LO2 Evidence of visual research and experimental samples, refined developmental work and a completed product.

LO3 A review in any appropriate format e.g. a recorded presentation/critique, written evaluation or witness statement/observation record.

Delivery guidance

Learners will investigate 3D Designers, the materials they use, their working processes and different areas of 3D design. Initial research will include slide lectures or visits to galleries, exhibitions or retail outlets. Following initial research, learners will be required to create their own project proposal. They should be introduced to appropriate planning formats. Mechanisms could include; group discussions (recorded), mind maps, mood boards, projects plans/grids, targets and deadlines, project diaries etc.

Skills and techniques will be delivered where possible through practical workshops and offering the opportunity to experiment with a range of materials and processes. Learners will need to be introduced to safe working practices. They should explore a range of media, materials and processes e.g. resistant or non-resistant materials, constructing, joining, moulding etc. The tutor may act as the client and develop a brief or use an outside client, building upon their prior investigations into the materials and techniques available.

Learners must produce designs and experiments to generate ideas for 3D maquettes which should then be refined and lead to a finished product as well as notes and annotations evidencing their thought process. Refined maquettes supported by design sheets will be presented to the client in the form of a critique for feedback on the final idea. The learner should then respond to the feedback before realising the product. Learners will constantly review, modify and improve their work. The final product and design sheet will be presented to the client along with any appropriate support work. The learner will identify ways in which he could have improved his working process.

Unit 10 – Graphic Design

Unit summary

In this unit you will learn about the work of a range of graphic designers. You will investigate graphic design, learning about the tools and techniques required to realise your creative aims and meet the needs of clients.

Guided learning hours

48 hours

Level

2

Learning outcome 1

The learner will: Describe the work of a range of graphic designers, and the materials, software, principles and techniques used in graphic design.

The learner must know about:

- The work of graphic designers.
- Software, media and materials used in graphic design.
- Graphic design principles and techniques.

Learning outcome 2

The learner will: Experiment with graphic design software, principles and techniques to create a graphic design to meet a specified brief.

The learner must demonstrate:

- The ability to undertake visual research and produce experimental designs.
- The use of media, software and techniques.
- The creation of a finished graphic design to meet a specified brief.

Learning outcome 3

The learner will: Review the working practices and finished piece(s)

The learner must consider:

- The effectiveness of research and experimentation.
- Use of materials and techniques.
- The outcome of their work in relation to the brief.
- Ways of further developing their work as a graphic designer.

Grading descriptors

Pass:

LO1: Describe the work of a range of graphic designers, and the materials, software, principles and techniques used in graphic design.

- Describe a range of graphics designers and their work. Describe software, media, materials & techniques using some technical language.

LO2: Experiment with graphic design software and techniques to create a graphic design to meet a specified brief.

- Undertake some visual research and produce basic experimental designs.
- Demonstrate safe and competent use of software and techniques.
- Completed final design.

LO3: Review their working practices and finished piece(s)

- Comment on the process of research and experimentation, use of materials and techniques.
- Describe outcomes of some aspects of the project in relation to intentions with some suggestions for improvement.

Merit:

LO1: Describe the work of a range of graphic designers, and the materials, software, principles and techniques used in graphic design.

- Describe a range of graphics designers and their work in some detail.
- Describe software, media, materials & techniques in some detail using technical language appropriately.

LO2: Experiment with graphic design software, principles and techniques to create a graphic design to meet a specified brief.

- Undertake purposeful visual research and produce varied experimental designs.
- Demonstrate safe and confident use of a variety of software and techniques.
- Completed final design that is of a good standard and demonstrates some imagination.

LO3: Review the working practices and finished piece(s).

- Review the effectiveness of research and experimentation, use of software and techniques.
- Review in some detail outcomes of the project in relation to intentions with specific recommendations for improvement.

Distinction:

LO1: Describe the work of a range of graphic designers, and the materials, software, principles and techniques used in graphic design.

- Describe comprehensively a range of graphics designers and their work.
- Give a detailed and accurate description of software, materials and working processes using correct technical language consistently.

LO2: Experiment with graphic design software, principles and techniques to create a graphic design to meet a specified brief.

- Undertake detailed research using a wide range sources and produce designs which show flair and confidence.
- Demonstrate safe and skilful use of a variety of software and techniques.
Completed design is sophisticated and original.

LO3: Review the working practices and finished piece(s).

- Give a detailed evaluation of the effectiveness of research and experimentation, use of software and techniques.
- Give a detailed evaluation of outcomes of all aspects of the project in relation to intentions with specific recommendations for improvement.

Assessment

The assessment for this unit consists of:

LO1 Sketch book, annotated samples, case studies or similar.

LO2 Evidence of visual research and experimental samples, refined developmental work and a completed graphic design solution.

LO3 A review in any appropriate format e.g. a recorded presentation/critique, written evaluation or witness statement/observation record.

Delivery guidance

Learners will investigate graphic designers and their work along with the ideas and messages that graphic designers are trying to convey. This could include a presentation, slide lecture, gallery visit, group discussions. Following initial research, they will be given a design brief and will produce designs and experiments to generate ideas for a graphic outcome which should then be refined and lead to a finished design with notes and annotations evidencing their thought process. This unit could be based upon a live brief from a real client or the tutor could create a scenario in which learners are the clients. The client will give interim feedback to the mock ups and samples developed.

Learners will have skills based workshops to familiarise themselves with a range of graphics techniques, media and software e.g. dry or wet media, collage, mixed media, lens based and digital software. An interim critique with mock-ups, design boards where the learner has an opportunity to present and discuss their experimental work will be facilitated. This will allow the learner to review their work and plan their final graphic outcome more effectively. An observation record may be used to evidence this process.

Learners will be encouraged to review, modify and improve their work in response to feedback and the evolving idea. Staff should plan regular review sessions. It is important that this developmental process is recorded in an appropriate format. A presentation of the final design to the client could be in the form of a design board/s or a digital presentation. This should also include a final evaluation and ways to make improvements to their working process. The final body of work should be appropriately displayed to enable presentation, evaluation, discussion and assessment.

Appendices

Appendix I - Extenuating Circumstances Form

(Must be fully completed and accompanied by independent supportive evidence, e.g. a letter from your GP/doctor/counsellor on headed paper or other official document. The form and evidence must be sent to the Registry Department in Nightingale building AS SOON AS POSSIBLE after the circumstances begin. Retrospective claims received within 10 working days will only be considered if there are exceptional circumstances which prevent the early submission of a claim form.)

Name of candidate				
HC number				
Course name and year				
Date circumstances started				
Date circumstances ended				
Assessment(s) affected (complete below)				
Unit code	Unit tutor	Type of assessment (e.g. exam coursework, presentation)	Assessment deadline	Is this group work?
Description of circumstances				
Signature				
Date				

Appendix II - Candidate Appeal Form

(To be completed if informal Stage 1 appeal is unresolved)

Name of candidate	
Name of assessor	
Name of internal verifier	
Date of assessment	
Unit(s) assessed	
Date appeal received	
Date of Stage 1 decision <small>(within 5 working days of assessment decision)</small>	

Stage 1:	
Assessment details	
Candidate's reasons for appeal	
Assessor decision	
Candidate's signature and date	I agree with the decision: YES / NO
Assessor's signature and date	

Stage 2:	
Date appeal received by internal verifier	
Internal verifier's comments and decision <small>(within 10 working days of assessment decision)</small>	
Candidate's signature and date	I agree with the decision: YES / NO
Internal verifier's signature and date	

Appendix III – Assessment Brief Template

	Progression Qualification in Subject name here		
Unit No. / Title			
Assessment No.		This work assesses:	
Issue Date:		Due Date:	
<p>In this assignment, you will [continue writing vocational/technical scenario]:</p>			
<p>During this assessment you are also required to demonstrate speaking and listening skills/ written communication skills/ mathematical skills [delete as appropriate]</p>			
Learning Outcome 1:	The learner will		
Task 1:			
Task details	<p>Image here</p> <p>[visual reinforcement to aid readability of assignment]</p>		
You must/ should/ could produce the following evidence:			
<ul style="list-style-type: none"> ✓ A written report ✓ A presentation ✓ A practical assessment ✓ These are just examples [delete as appropriate] 			

Learning Outcome 2: The learner will

Task 2: Delete if necessary

Task details Delete if necessary	Image here
---	------------

You must/ should/ could produce the following evidence:

- ✓ A written report
- ✓ A presentation
- ✓ A practical assessment
- ✓ **These are just examples [delete as appropriate]**

Learning Outcome 3: The learner will

Task 3: Delete if necessary

Task details Delete if necessary	Image here
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You must/ should/ could produce the following evidence:

- ✓ A written report
- ✓ A presentation
- ✓ A practical assessment
- ✓ **These are just examples [delete as appropriate]**

Grading Descriptors

Pass	Merit	Distinction

Appendix IV – Assessment Brief Internal Verification Template

	Progression Qualification in Subject name here	
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VERIFICATION OF ASSESSMENT

JPQ Title	
------------------	--

Unit No. / Title	
-------------------------	--

Assessor		Internal Verifier	
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Assessment No.		Lead Verifier	
-----------------------	--	----------------------	--

Verifier Checklist	Comments
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Are accurate qualification details shown?	Y/N	
---	-----	--

Are accurate unit details shown?	Y/N	
----------------------------------	-----	--

Are clear deadlines for assessment given?	Y/N	
---	-----	--

Is the timescale for the assessment appropriate?	Y/N	
--	-----	--

What are the Learning Outcomes being assessed?		
--	--	--

Do the grading descriptors identified match the Learning Outcomes being assessed?	Y/N	
---	-----	--

Are the appropriate English and maths skills identified on the assessment?	Y/N	
--	-----	--

Will the tasks enable the learner to generate sufficient evidence to be assessed against the range of grading descriptors?	Y/N	
--	-----	--

Is the language and presentation used accessible to most learners?	Y/N	
--	-----	--

Are the tasks set appropriate for most learners' current and expected level of knowledge/skill?	Y/N	
Is it possible to authenticate the learner's individual evidence through this assessment?	Y/N	
Is the method of assessment reliable?	Y/N	
Overall, is the assignment fit for purpose?	Y/N*	
*If 'No' is recorded and the Verifier recommends remedial action before the brief is issued, the Assessor and the Verifier should confirm that the action has been undertaken		
Assessor signature		Date
Verifier signature		Date
Lead Verifier signature (if required)		Date
Agreed remedial action required/taken		
Assessor signature		Date
Verifier signature		Date
Lead Verifier signature (if required)		Date

Appendix V– Internal Verification Template for Assessment Decisions

ncfe.		Progression Qualification in <i>Subject name here</i>			
VERIFICATION – ASSESSMENT DECISIONS					
JPQ Title					
Unit(s)					
Assessor				Internal Verifier	
Assignment No.				Lead Verifier	
Name of Learner <small>(For larger samples, please add rows or use additional sheets)</small>	Submission Type <small>(First, Resubmission, Retake)</small>	State grade awarded	Assessment Decision Accurate (Y/N)	Comments	

VERIFIER CHECKLIST		Please give reasons for responses including evidence of judgements and good practice.
Is the assessed evidence valid? (Reflect current standards, practice/assessment requirements?)	Y/N	
Is the assessed evidence authentic? (Confirmed by both the learner and assessor?)	Y/N	
Is the assessed evidence current? (Produced, submitted and assessed within a relevant time frame?)	Y/N	
Is the assessed evidence sufficient? (Evidence matches the assessment outcome?)	Y/N	
Is the assessed evidence reliable? (Judgements consistent across all learners, over time and across levels?)	Y/N	
Does the feedback from the assessor confirm achievement?	Y/N	
Is the feedback constructive? (Clearly outline what has been done well, how to improve and clear targets set?)	Y/N	
Does the feedback address the English and maths needs of the students? (e.g. spelling, grammar and punctuation corrected using agreed approach; maths framework used)	Y/N	

Any actions required must be reviewed across the whole cohort.

Action Required	Target Date for Completion

I confirm that the assessment decisions are accurate, there is no evidence of assessment malpractice and any action points have been addressed and completed in respect of the whole cohort.

Verifier signature		Date	
Assessor signature		Date	
Lead Verifier signature (if appropriate)		Date	