LEVEL 3

WJEC Level 3 Foundation Diploma in ART AND DESIGN

REGULATED BY OFQUAL AND CCEA REGULATION
DESIGNATED BY QUALIFICATIONS WALES

SPECIFICATION

Teaching from 2017
For award from 2018



WJEC FOUNDATION DIPLOMA in ART and DESIGN

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WJEC FOUNDATION DIPLOMA IN ART and DESIGN

Ofqual Qualification Number (listed on The Register): 603/0975/1

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1. Introduction

The WJEC Foundation Diploma in Art and Design is a Level 3 Pathways Qualification; provided within the Regulated Qualifications Framework (RQF) for designated use in Wales and regulated by Ofqual for use in England. The specification offers learning providers an inclusive, flexible, regulated qualification; enabling centres to establish programmes that facilitate routes to achievement appropriate to the needs of learners and the requirements of Higher Education and employment. Centres should be innovative in the design and delivery of their own dynamic programmes covering the full range of Learning Outcomes and enabling learners to achieve all Assessment Criteria.

The specification comprises 6 Units that should be studied consecutively. Units 1, 2, 3 and 4 are assessed internally as **Pass** only and samples are externally moderated by WJEC at the end of the course. Each Unit must be passed before progression* to the next. Units 5 and 6 are internally assessed and graded and externally moderated by WJEC. These concluding Units will be graded as Pass, Merit or Distinction. The WJEC Diploma in Foundation Studies in Art and Design will be awarded on the grading of Unit 6 only.

* Units 1 and 2 may run concurrently as may Units 3 and 4. The assessment of these units MUST be completed before learners progress to the next Units.

The minimum Guided Learning Hours for the programme are 720 within 1200 Total Qualification Time.

The specification builds on, and significantly extends skills, knowledge and understanding developed in qualifications such as AS and A level Art and Design or other Level 3 Art and Design programmes. However, it would be possible for centres delivering the specification to set appropriate challenges for learners who have not taken these qualifications. In such cases, some previous experience of practical work of a creative nature or work within the creative industries would be desirable.

WJEC Diploma in Foundation Studies Art and Design is an intensive and rigorous programme and learners would normally take it exclusively, but there are no prohibited combinations of the Diploma qualification.

The specification is designed to provide learners with a thorough and comprehensive experience of art, craft, design and media to enable them to make informed choices of their career progression to Higher Education and / or employment. The qualification is characterised by an academic rigour, with analytical principles, exploratory and investigative practices, contextual research and material experiences developing throughout Level 3: units 1 – 4; culminating with the higher order skills, knowledge, understanding and synthesis appropriate to the demands of Level 4 units 5 and 6.

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Centres will offer a range of experiences in different studios, specialist workshops, resource centres, ICT and digital facilities, with cognisance paid to local conditions and environments. It is essential that learners have access to adequate resources across the breadth and depth of activities in both two and three dimensions, including access to specialist studio space and equipment and access to qualified tutorial and support staff.

Drawing is seen as a key component of the programme of study and centres are expected to embed purposeful teaching of drawing to underpin the course. Learners are encouraged to comprehensively explore visual language to serve, inform and reinforce their own visual literacy.

Emphasis is on creativity and innovation and learners are expected to navigate the visual world so that preconceptions are challenged and reviewed. Learners will react to the making of art and design in a reflective and critical way.

The assessment of all Units is important and centres are expected to have a range of assessment procedures and to keep good records of such. Seminars, tutorials and discussion groups, including self and peer assessments, should be arranged to assist learners in critical self-evaluation and communication. Feedback should be provided and recorded so that learners can set targets and are then assisted in attaining them. Authentication of student work is the responsibility of programme teams. The Internal Assessment Guidelines in Section 3.1 of this specification indicate the authentication process and recording.

In centres offering programmes leading to the award of the Diploma course teams include, and are augmented by, practising artists and designers providing a genuine experience of the world of work from a professional viewpoint. In addition to this educational visits and field study trips form vital and exciting opportunities to experience the work of current and past practising professionals at first hand and enable learners to expand their knowledge and invigorate their ambition. Such exposure to real-life work, to augment screen or print reproductions, will emphasise the range, scholarship and aesthetic importance of different works and approaches, building the learners' ability to consult and use traditions and cultures in their own practice.

It is expected that all Centres will adhere to rules of safe practice in workshops and studios employed in the delivery of the WJEC Foundation Diploma, and it is emphasised that all aspects of Health and Safety for staff and students is the responsibility of the delivering Centre.

Centres seeking to deliver the specification should contact the WJEC Art and Design Team, who will provide guidance and support in the submission of course applications for approval.

This linear qualification will be available in the summer series each year. It will be awarded for the first time in summer 2018.

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1.1 Aims

The principal aim of the qualification is to provide the context in which learners can build on previous experience and identify and interpret their strengths and specialist direction. This is achieved through continuous diagnostic and progressive exploration of methods and concepts particular to Art and Design. Learners should be encouraged to see the correlation of possible creative activity, across and between all disciplines, as a constantly expanding horizon and to prepare their own practice accordingly.

1.2 Structure

The WJEC Foundation Diploma is a Level 3 qualification with Units 1-4 at Level 3 and Units 5-6 at Level 4.

All Units are **MANDATORY.**

Rules of Combination

Units have been developed to be studied consecutively and complement student learning and programme progression.

WJEC Level 3 Foundation Diploma in Art and Design Programme Structure and Unit study time are illustrated below						
Unit	**1**	**2**	**3**	**4**	**5**	**6**
Level	**L3**	**L3**	**L3**	**L3**	**L4**	**L4**
Guided Learning Hours **720**	**150**	**150**	**90**	**90**	**60**	**180**
Independent study hours (Total Qualification Time = **1200**)	**100**	**100**	**60**	**60**	**40**	**120**

Internally Assessed (Level 3) **Sample Externally Verified**	**Internally Assessed and Graded (Level 4)** **Externally Moderated**

1.3 Prior Learning and Progression

The Diploma is normally a one-year, full-time programme but can also be studied on a part-time basis. Applicants are generally aged eighteen plus, although there is a possibility of entry for learners who are suitable aged seventeen plus.

The Diploma is open to mature learners (aged 19+ on 1 September of the year of enrolment) wishing to enter Art and Design studies. The specification is designed to prepare learners for progression to Higher Education and / or employment.

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1.4 Equality and fair access

Qualifications at this level often require assessment of a broad range of competencies. This is because they are vocational qualifications and prepare candidates for a wide range of occupations and higher level courses.

This specification has been designed to offer fair access for all and to minimise the need to make reasonable adjustments for learners who have particular requirements. It is expected that normally, individual learners' abilities, interests and needs will be appropriately catered for by centres through:

(a) the choice of units and qualifications available, and

(b) the potential for personalisation of controlled assessment.

If there are any queries about the use of this flexibility inherent in the specification to meet learners' needs, or about the use of reasonable adjustments, centres should contact WJEC.

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments. For this reason, very few candidates will have a complete barrier to any part of the assessment. Information on reasonable adjustments is found in the Joint Council for Qualifications document *'Access Arrangements and Reasonable Adjustments'.* This document is available on the JCQ website (www.jcq.org.uk).

1.5 The wider curriculum

Art and Design is a subject that, by its nature, requires learners to consider individual, moral, ethical, social, cultural and contemporary issues. The subject has an inherent element of literacy and numeracy and also involves the arts in general, sciences and humanities. The specification provides a framework for exploration of such issues and includes specific content through which they may be addressed.

The specification framework also encourages use of the local context by Centres in Wales and England drawing on indigenous examples and priorities, thereby allowing development and promoting of multi-cultural understanding and appreciation.

A number of courses in Wales are delivered bilingually or through the medium of Welsh, and this approach would be encouraged in other languages and areas.

Learners should be made fully aware of the importance of health and safety in studio and workshop situations and centres have a responsibility to implement and monitor such practice.

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2. Specification content

The specification consists of six Units. Content is non-prescriptive. It is for centres to write and construct their own detailed programme of study, based on local priorities and interests, resources and staffing specialisms. Centres must assure coverage of the four main areas* of art and design and of all Learning Outcomes and Assessment Criteria within programmes. All Unit descriptions have Learning Outcomes and related Assessment Criteria.

In Units 1-4 all Assessment Criteria must be met before the Units are marked as 'Pass'.

Units 5 and 6 are assessed and graded according to the Grade Descriptors. The Award and Grade for the Diploma overall will be dependent on the outcome of Unit 6.

A thread of historical and contextual studies runs throughout the Specification and should therefore be an integral part of any Centre's programme.

* Fine Art, Graphics, Fashion/Textiles and 3D Studies.

2.1 Units 1 and 2 Level 3 Exploring creative and visual language in Art and Design

During this stage learners are taught to extend their personal vocabulary of visual language beyond the prescriptive into the developmental.

Unit 1

In this unit, the learner is encouraged to broaden and deepen enquiry through drawing and colour and to acquire understanding of the comparative application of media and techniques towards externalising thought processes.

This could involve life drawing, projected drawing, positive and negative space, and the use of such forms of recording and developing ideas. These activities might involve drawing on an unfamiliar scale, or with unfamiliar materials or learning methods that stretch and challenge by breaking with comfortable or familiar contexts.

Learners should be introduced to the work of others in historical and contemporary contexts and be encouraged to research in this area and begin to make connections to their own work.

Unit 2

Learners should acquire a broader experience of studio facilities and different media, (for example photography, textiles, resistant materials, ceramics, etc.,) and develop increasing fluency with their applications. They should be encouraged to establish a personal visual language through which they can develop creative thinking.

Learners extend their research of the work of others and reflect on their own work in the context of professional practice.

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Advice/Guidance

These examples are not exhaustive and centres will design their programmes based on their own resources and staff expertise so that all learners are able to achieve the Assessment Criteria required in Units 1 and 2.

Assessment evidence might typically include portfolio, drawing books, journals, blogs, social media, etc., but will vary from centre to centre and learner to learner. The aim is to enable the learner to use visual language creatively, to challenge preconceptions and to compare outcomes with other learners.

The use of tutorials and critiques should be introduced to familiarise learners with appropriate professional terminology and develop their evaluative and critical faculties.

These Units could run concurrently to allow for larger cohorts of students to be timetabled for access to specialist workshops and studios.

The Units are designed to enable Centres to introduce screen and lens based studies as well as exploring more traditional routes.

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Unit 1	**Drawing and Colour as an investigative process in Art and Design**
Level	**3**
Guided Learning Hours	**150**
Independent study hours	**100**
Unit Summary	Information gathering and researching underpins understanding and the development of ideas in art and design. In this unit learners will evaluate approaches to drawing and colour by applying media, materials and processes in familiar and unfamiliar ways to develop creative ideas and solutions. This will encourage learners to recognise the significance of drawing in the widest sense, by recognising and reviewing how it feeds the creative process across disciplines. Through further exploration of contemporary, historical and cultural contexts learners can relate their own practice to that of others.
Learning Outcomes ***The learner will:***	**Assessment Criteria** ***The learner can:***
1. Be able to experiment with visual language.	1.1 Explore approaches, materials and methods in different media. 1.2 Select and use processes in a range of creative contexts'.
2. Understand the value of drawing as an investigative process.	2.1 Use a variety of techniques to record information. 2.2 Extend visual enquiry into unfamiliar areas.
3. Be able to record outcomes and findings.	3.1 Use drawing and colour to maintain reflective visual records.
4. Be able to evaluate work in the context of professional practice.	4.1 Critically evaluate creative ideas and developments to support progression. 4.2 Relate practice to the work of others. 4.3 Document findings.

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Unit 2	**Exploring materials and making in Art and Design**
Level	**3**
Guided Learning Hours	**150**
Independent study hours	**100**
Unit Summary	The inherent properties of media and materials, from traditional techniques to contemporary activities, have particular effects on outcomes. The learner will explore a wide range of processes and materials in two and three dimensions to discover their potential and limitations in developing creative responses.
Learning Outcomes ***The learner will:***	**Assessment Criteria** ***The learner can:***
1. Know how to explore the characteristics of materials.	1.1 Use materials in a variety of ways in response to set tasks. 1.2 Take creative technical risks. 1.3 Identify the key characteristics of materials.
2. Be able to make selective judgements on the use of materials and techniques to solve visual problems.	2.1 Experiment with processes and techniques. 2.2 Identify the relevance of appropriate materials to visual problem solving. 2.3 Propose processes and techniques to progress ideas.
3. Be able to record outcomes and findings.	3.1 Record outcomes and findings in books, journals, blogs etc. using visual language.
4. Be able to review and reflect on own work, and that of others, in the context of professional practice.	4.1 Make connections between personal practice and the work of others. 4.2 Document and evaluate findings. 4.3 Present findings to peers and other audiences.

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2.2 Units 3 and 4 Level 3 Developing specialist practice, progression and personal development

Course teams should enable learners to extend practical ability with materials and processes to high levels and to identify and develop a specialist progression route.

Unit 3

Creativity should be developed through conceptual risk-taking and continued experimentation with media. Learners will gain an increasing awareness of the fundamental role that workbooks, drawing books, journals and blogs play in both personal creative development and professional practice.

Evidence of the learners' interest and knowledge of their specialism will be accumulated in this unit and they will build a portfolio containing evidence of how selections were made. They will display a developing professional awareness of the application of media and processes appropriate to their chosen specialism.

Learners should be continually encouraged to explore the work of others to inform their own developing practice and to further display knowledge of their specialism.

Unit 4

Independent thinking and risk-taking will form an important part of learners' development in this Unit. They will demonstrate an awareness of creativity in their specialist area and continue to develop their personal visual language. The selection of media and materials related to their specialism will become more prominent and outcomes will be reviewed and analysed.

Learners should be continually encouraged to explore the work of others to inform their own developing practice and to further display knowledge of their specialism.

Advice and Guidance

Tutorials, presentations, critiques and peer review should be used regularly to build the learners' ability to discuss and justify practice and to clarify intentions.

The above suggestions are not prescriptive and centres will design their own programmes based on available resources and staff expertise so that all learners are able to achieve the Assessment Criteria required in Units 3 and 4.

Assessment evidence might typically include portfolio, drawing books, journals, blogs etc., but will vary from centre to centre and learner to learner. The aim is to enable the learner to use visual language creatively and independently and to compare outcomes with other learners whilst developing their own specialist practice.

Programme teams should organise educational visits as they provide an essential component enabling learners to experience art and design directly, rather than exclusively through secondary sources. Visits and lectures from professional artists and designers should be encouraged to enrich learners' experience of the world of work and reinforce decision-making and selection of specialism.

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Unit 3	**Developing specialist practice and preparing for progression in Art and Design**
Level	**3**
Guided Learning Hours	**90**
Independent study hours	**60**
Unit Summary	The ability to think and act independently is fundamental to creative practice. Increasingly, individual practice will lead towards personal specialisation. Learners will review and differentiate between specialist areas and progression routes, and build a portfolio of evidence supporting their preferred specialism.
Learning Outcomes ***The learner will:***	**Assessment Criteria** ***The learner can:***
1. Understand the skills required within different specialisms.	1.1 Identify the skills and characteristics related to different specialisms. 1.2 Explore specialist progression routes.
2. Be able to choose a specialist route.	2.1 Investigate personal progression opportunities. 2.2 Develop work to illustrate the choice of specialism. 2.3 Prepare and present a portfolio of selected work.
3. Understand the work of professional artists and designers.	3.1 Explore contemporary and historical visual practice. 3.2 Make connections between own work and that of others.

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Unit 4	**Personal development and innovation in Art and Design**
Level	**3**
Guided Learning Hours	**90**
Independent study hours	**60**
Unit Summary	Continuous development and innovation is crucial to creative practice. The learner will combine skills, processes and understanding and demonstrate an aptitude for their chosen specialism. They will show commitment and an independent role in developing skills and ideas.
Learning Outcomes ***The learner will:***	**Assessment Criteria** ***The learner can:***
1. Understand the experimental process that drives creativity.	1.1 Exploit the potential of selected media, processes and techniques.
2. Be able to apply media and processes.	2.1 Utilise and select media and techniques to develop own work.
3. Be able to solve creative problems.	3.1 Demonstrate creative intentions. 3.2 Review outcomes to ascertain potential developments.
4. Understand the influences of creative innovation upon the work of others.	4.1 Identify the influences that affect creative developments. 4.2 Explain the impact of creative innovation upon professional practice.

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2.3 Units 5 and 6 Level 4 Planning, creating, presenting and reviewing a Major Project in Art and Design

Unit 5

In this Unit, learners plan for a self-proposed and managed major piece of personal work. Intentions should be identified and explained in this document, which should be inspirational rather than prescriptive, although realistic and achievable within the set timeframe. In order to contextualise their chosen programme of activity learners will be required to reflect on progress and achievement, identify their project aims, objectives and influences, and negotiate resource implications. The WJEC pro forma **Proposing and reviewing a Major Project** should be used as a writing template for this document. Additional supporting material from work books, worksheets, portfolios and blogs may also be referenced and a bibliography included.

Unit 6

Learners should display the complete range of understanding and ability acquired through the programme and curate and install an exhibition of evidence, including the outcome of the project, e.g., painting(s), sculpture, garments, products, designs, installations, photography, film, digital imagery, etc.

Work should be independent and learners should show commitment and initiative, taking responsibility for progress and managing time and resources effectively in order to achieve targets. Ongoing reflection and analysis should inform and help determine results, with problem solving and evaluative skills effectively utilised throughout the project and evidenced via documentation and explanation.

Learners should aspire to realise intentions, and curate and install an exhibition that showcases their specialist area, in a professional manner with the opportunity to display ambitious outcomes and have them appreciated and assessed in a public forum.

Advice and Guidance

Unit 5 must be researched and written independently by learners. However programme teams are advised to check the feasibility, in terms of timetable, construction materials and methodology, of all proposals before they are submitted. Unit 5 must be presented for assessment **before** Unit 6 is started. However Part B of Unit 5, *'Review of the Major Project'*, must be completed **after** the Unit 6 has been completed. Programme teams should keep the submitted, and part-assessed, pro forma **Proposing and reviewing a Major Project** and return this to the learner for completion after the Unit 6 has been displayed. Final assessment of this may then take place.

The fully assessed Unit 5 must be available on the day of moderation. Programme teams may find it useful to have a précis of the Unit 5 Proposal/review displayed alongside Unit 6. This display should be open to the public, and certainly, to fellow learners and staff of the centre, as a part of the experience of curating and presenting an exhibition.

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Unit 5	**Proposing and reviewing a major project**
Level	**4**
Guided Learning Hours	**60**
Independent study hours	**40**
Unit Summary	The integration of theoretical and practical activity is an essential element of all art and design practice. In this unit learners will produce evidence identifying and defining a plan of activities and outcomes for a major project as well as reviewing progress on an ongoing and summative basis.
Learning Outcomes ***The learner will:***	**Assessment Criteria** ***The learner can:***
1. Be able to identify a personal direction of enquiry for a major project.	1.1 Use visual and textual language to communicate concepts for a major project.
2. Be able to plan and outline intentions for a major project	2.1 Articulate ambitions and practical means of realisation. 2.2 Propose a realistic timescale for production.
3. Be able to evaluate own practice and compare to the work of others.	3.1 Critically review own practice. 3.2 Explain how the application of knowledge and understanding of other creative professionals has informed the major project.

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Unit 6	**Curating and presenting a major project**
Level	**4**
Guided Learning Hours	**180**
Independent study hours	**120**
Unit Summary	All art and design professionals exhibit or present their work to the public or to specific client groups. In this unit learners will curate and present a major project emphasising their chosen specialism. They will integrate their skills, knowledge, understanding and capacity to manage time and resources gained from study on the programme.
Learning Outcomes ***The learner will:***	**Assessment Criteria** ***The learner can:***
1. Manage a major project from concept to completion.	1.1 Work independently within defined timescales. 1.2 Identify and negotiate resources.
2. Be able to visually explore and refine initial concepts	2.1 Extend visual enquiry through use of a variety of techniques. 2.2 Select media to explore and progress own proposals.
3. Be able to synthesise skills and knowledge to produce a final major project.	3.1 Demonstrate skill and control with materials and processes.
4. Be able to sustain critical evaluation during a final major project.	4.1 Appraise ideas and techniques, identifying opportunities for further developments.
5. Be able to curate and present outcomes.	5.1 Select, curate and present an exposition of outcomes.

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3. Assessment and teaching guidance

The following pages give an overview of Learning Outcomes, Assessment Criteria, Evidence and Teaching Guidance.

Unit 1 Drawing and colour as an investigative process in Art and Design			
Learning Outcomes	**Assessment Criteria**	**Evidence**	**Teaching Guidance**
1. Be able to experiment with visual language.	1.1 Explore approaches, materials and methods in different media safely. 1.2 Select and use processes in a range of creative contexts.	AC 1.1 AC 1.2 Workbooks, worksheets. Life drawing, other set drawing projects	Centres will evolve groups of assignments, particular to each programme. Programmes will encourage learners to broaden and deepen enquiry through drawing and colour and to acquire deeper understanding of the comparative application of media and techniques towards externalising thought processes.
2. Understand the value of drawing as an investigative process.	2.1 Use a variety of drawing techniques to record information. 2.2 Extend visual enquiry into unfamiliar areas.	AC 2.1 AC 2.2 Recording and development in workbooks and worksheets from initial drawings.	This could incorporate life drawing, projected drawing, environmental drawing; using many forms of mark making: point, line, tone, colour; collage, graphite, wire, paints, etc., using such techniques to record and develop ideas.
3. Be able to record outcomes and findings.	3.1 Maintain reflective visual records.	AC 3.1 Workbooks, worksheets, blogs photocopies, photographs, etc.	These activities might involve drawing on an unfamiliar scale, or with unfamiliar materials.
4. Be able to evaluate work in the context of professional practice.	4.1 Critically evaluate creative ideas and developments to support progression. 4.2 Relate practice to the work of others. 4.3 Document findings.	AC 4.1 AC 4.2 AC 4.3 Evaluative records of research through visits, internet, books, DVDs, journals etc. in workbooks and/or blogs. Verbally articulate ideas and opinions to specific groups.	Tutorials and critiques should be introduced to familiarise learners with appropriate professional terminology and develop their evaluative, critical and presentation skills. Centres are advised to offer learners opportunities for team working throughout Units 1 and 2.

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Unit 2 Exploring materials and making in Art and Design

Learning Outcomes	Assessment Criteria	Evidence	Teaching Guidance
1. Know how to explore the characteristics of materials.	1.1 Use materials in a variety of ways in response to set tasks. 1.2 Take creative technical risks. 1.3 Identify the key characteristics of materials.	AC 1.1 AC 1.2 AC 1.3 Development from initial making using different materials to extend familiar boundaries reflected in prototypes, maquettes, 2D and 3D images.	Learners will broaden experience by experimenting with processes such as scale, proportion, quantities, size, shape and form in prototypes, plans, designs, sketches, layouts and mock-ups. They will develop increasing familiarity with studio facilities and different media, (for example photography, computer software, textiles, resistant materials, ceramics etc.) and will establish a personal visual language through which they can develop creative thinking. Learners should be introduced to the work of others in historical and contemporary contexts and conduct research in this area. Tutorials and critiques should be used to familiarise learners with appropriate professional terminology and develop their evaluative, critical and presentation skills. Centres are advised to offer learners opportunities for team working throughout stages 1 and 2.
2. Be able to make selective judgements on the use of materials to solve visual problems.	2.1 Experiment with processes and techniques 2.2 Identify the relevance of appropriate materials to visual problem solving. 2.3 Propose processes and techniques to progress ideas.	AC 2.1 AC 2.2 AC 2.3 Demonstrating how materials are fit for purpose in prototypes, maquettes, 2D and 3D images.	
3. Be able to record outcomes and findings.	3.1 Record outcomes and findings using visual language.	AC 3.1 Drawings, photographs, video, workbooks, journals, new media.	
4. Be able to review and reflect on work in the context of professional practice.	4.1 Make connections between personal practice and the work of others. 4.2 Document and evaluate findings. 4.3 Present findings to peers and other audiences.	AC 4.1 AC 4.2 AC 4.3 Evaluative records of research through visits, internet, books, DVDs, journals etc in workbooks. Verbally articulate ideas and opinions to specific groups.	

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Unit 3 Developing specialist practice and preparing for progression in Art and Design

Learning Outcomes	Assessment Criteria	Evidence	Teaching Guidance
1. Understand the skills required within different specialisms.	1.1 Identify the skills and characteristics related to different specialisms. 1.2 Explore specialist progression routes.	AC 1.1 AC 1.2 Visual and textual records, methods, processes equipment and materials used in specialist areas.	Programmes should be designed to develop learners' creativity through experimentation with media in order to determine their choice of specialism. Learners should explore the work of professionals in their specialisation and gain an understanding of the importance that workbooks, drawing books, log books, blogs and journals play in personal development and professional practice. Educational visits should be organised so that Art and Design work can be experienced directly rather than exclusively through secondary sources. Visits and lectures from professional artists and designers should be used to enrich learner's experience of the world of work and support the selection of specialism.
2. Be able to choose a specialist route.	2.1 Investigate personal progression opportunities. 2.2 Develop work to illustrate the choice of specialism. 2.3 Prepare and present a portfolio of selected work.	AC 2.1 AC 2.2 AC 2.3 Selective portfolio showing investigation, analysis, development and conclusions to specialist projects.	
3. Understand the work of professional artists and designers.	3.1 Explore contemporary and historical visual practice. 3.2 Make connections between own work and that of others.	AC 3.1 AC 3.2 Document important specialist developments and show how these have influenced learners' work. Verbally articulate ideas and opinions to specific groups.	Tutorials, presentations, critiques and peer review should be used regularly to build the ability to discuss and justify practice and to clarify intentions.

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Unit 4 Personal development and innovation in Art and Design

Learning Outcomes	Assessment Criteria	Evidence	Teaching Guidance
1. Understand the experimental process that drives creativity.	1.1 Exploit the potential of selected media, processes and techniques.	AC 1.1 Workbooks, worksheets etc. showing experimentation, and development.	Programme teams should design activities and delivery approaches that enable learners to develop practical skills with materials and processes to help identify a specialist progression route.
2. Be able to apply media and processes.	2.1 Utilise and select media and techniques to develop own work.	AC 2.1 Workbooks, worksheets etc. showing experimentation, analysis and development leading to creative solutions.	Learners should be encouraged to begin to work independently in order to progress their choice of specialism and build a portfolio showing a selection of specialist work.
3. Be able to solve creative problems.	3.1 Demonstrate creative intentions. 3.2 Review outcomes to ascertain potential developments.	AC 3.1 AC 3.2 Workbooks, worksheets etc. reflecting thought processes and analysis of given problems.	Individual development should be supported by historical and contextual research.
4. Understand the influences of creative innovation upon the work of others.	4.1 Identify the influences that affect creative developments. 4.2 Explain the impact of creative innovation upon professional practice.	AC 4.1 AC 4.2 Workbooks, worksheets etc. analysing the effects of innovative creative solutions. Verbally articulate ideas and opinions to specific groups.	

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Unit 5 Proposing and reviewing a Major Project

Learning Outcomes	Assessment Criteria	Evidence	Teaching Guidance
1. Be able to identify a personal direction of enquiry for a major project.	1.1 Use visual and textual language to communicate concepts for a major project.	AC 1.1 Ideas and developments in drawing books, notebooks, workbooks, or new media should be formalised and word processed onto the WJEC pro forma and consist of between 750 and 1500 words.	The learner will identify and explain ideas and intentions for a major project in a proposal, which should be aspirational rather than prescriptive. The proposal should be realistic and achievable within the set timeframe and available resources. Centres should utilise the pro forma provided on pages 31 and 32 and also available on the WJEC website as an aid to delivering this unit.
2. Be able to plan and outline intentions for a major project.	2.1 Articulate ambitions and practical means of realisation. 2.2 Propose a realistic timescale for production.	AC 2.1 AC 2.2 A schedule and timetable for a proposed project should be explained in drawing books, notebooks, workbooks or new media. This should include planning for budgets, estimates of scale, quantities and availability of materials, etc.	The final part of Unit 5 (the review of the actual completed major project) is to be written after Unit 6 has been completed.
3. Be able to evaluate own practice and compare to the work of others.	3.1 Critically review own practice. 3.2 Explain how the application of knowledge and understanding of other creative professionals has informed the major project.	AC 3.1 AC 3.2 Document in drawing books, notebooks, workbooks or digital media the influences of creative professionals and articulate ideas and opinions on the major project.	

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Unit 6 Curating and presenting a major project

Learning Outcomes	Assessment Criteria	Evidence	Teaching Guidance
1. Manage a major project from concept to completion.	1.1 Work independently within defined timescales. 1.2 Identify and negotiate resources.	AC 1.1 AC 1.2 A major project is completed using required resources appropriately.	Programmes should be designed to enable learners to reflect the culmination of knowledge, understanding and skills acquired during the course in preparatory drawing books, work sheets, work books, journals, blogs and concluding artefacts.
2. Be able to visually explore and refine initial concepts.	2.1 Extend visual enquiry through use of a variety of techniques. 2.2 Select media to explore and progress own proposals.	AC 2.1 AC 2.2 Workbooks, worksheets etc articulating choice of relevant and pertinent techniques and media to develop a project.	Learners will prepare a portfolio of evidence illustrating decision making, sources and developments. Work should be independent and learners should show commitment and initiative, taking responsibility for progress and managing time and resources effectively in order to achieve targets.
3. Be able to synthesise skills and knowledge to produce a final major project.	3.1 Demonstrate skill and control with materials and processes.	AC 3.1 Materials, processes and resources are used skilfully in the production of a major project.	Learners will plan, curate and exhibit the project, e.g., painting, sculpture, garments, products, designs, installations, photography, film etc. They should aspire to realise intentions and present their work in a professional context, with the opportunity to display ambitious outcomes and have them appreciated and assessed in a public forum.
4. Be able to sustain critical evaluation during a final major project.	4.1 Appraise ideas and techniques, identifying opportunities for further developments.	AC 4.1 Ongoing evaluation and refinement is reflected in the development and realisation of ideas and outcomes.	
5. Be able to curate and present outcomes.	5.1 Select, curate and present an exposition of outcomes.	5.1 The major project is displayed to best advantage.	

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3.1 Internal Assessment Documentation Units 1 - 4

- Centres should use the following assessment criteria checklists when assessing learning outcomes for Units 1-4.
- The guidelines can be adapted to include the learner's name, date and other administrative data relevant to individual centres.
- The authentication section at the bottom of the form is important and if these checklists are not used some other form of authentication evidence must be made available when the moderator visits the centre.
- These (or alternative versions) should be kept as records of internal assessment and must be presented to the moderator in hard copy for verification purposes at the beginning of the moderation visit.
- Electronic versions are available on the WJEC website.

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Student name:

Unit 1 Drawing and colour as an investigative process in Art and Design

Assessment Criteria	***Met***	***Comment; if applicable***	***Office Use***
AC1.1 Explore approaches, materials and methods in different media safely.			
AC1.2 Select and use processes in a range of creative contexts.			
AC2.1 Use a variety of drawing techniques to record information.			
AC2.2 Extend visual enquiry into unfamiliar areas.			
AC3.1 Use drawing and colour to maintain reflective visual records.			
AC4.1 Critically evaluate creative ideas and developments to support progression.			
AC4.2 Relate practice to the work of others.			
AC4.3 Document findings.			

Assessor/s: ***Pass / Fail***

Signature* (sign to authenticate the student's work):** ***Date:

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Student name:

Unit 2 Exploring materials and making in Art and Design

Assessment Criteria	***Met***	***Comment; if applicable***	***Office Use***
AC1.1 Use materials in a variety of ways in response to set tasks.			
AC1.2 Take creative technical risks.			
AC1.3 Identify the key characteristics of materials.			
AC2.1 Experiment with processes and techniques.			
AC2.2 Identify the relevance of appropriate materials to visual problem solving.			
AC2.3 Propose processes and techniques to progress ideas.			
AC3.1 Record outcomes and findings in books, journals, blogs, etc. using visual language.			
AC4.1 Make connections between personal practice and the work of others.			
AC4.2 Document and evaluate findings.			
AC4.3 Present findings to peers and other audiences			

Assessor/s: ***Pass / Fail***

Signature* (sign to authenticate the student's work):** ***Date:

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Student name:

Unit 3 Developing specialist practice and preparing for progression in Art and Design

Assessment Criteria	*Met*	*Comment; if applicable*	*Office Use*
AC1.1 Identify the skills and characteristics related to different specialisms.			
AC1.2 Explore specialist progression routes.			
AC2.1 Investigate personal progression opportunities.			
AC2.2 Develop work to illustrate the choice of specialism.			
AC2.3 Prepare and present a portfolio of selected work.			
AC3.1 Explore contemporary and historical visual practice.			
AC3.2 Make connections between own work and that of others.			

Assessor/s: ***Pass / Fail***

Signature* (sign to authenticate the student's work):** ***Date:

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Student name:

Unit 4 Personal development and innovation in Art and Design

Assessment Criteria	***Met***	***Comment; if applicable***	***Office Use***
AC1.1 Exploit the potential of selected media, processes and techniques.			
AC2.1 Utilise and select media and techniques to develop own work.			
AC3.1 Demonstrate creative intentions.			
AC3.2 Review outcomes to ascertain potential developments.			
AC4.1 Identify the influences that affect creative developments.			
AC4.2 Explain the impact of creative innovation upon professional practice.			

Assessor/s: ***Pass / Fail***

Signature* (sign to authenticate the student's work):** ***Date:

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3.2 Internal/External Assessment Documentation

- The following grade descriptor documents are to be utilised for internal assessment purposes.

- Both documents should be kept as records of internal assessment and made available to the moderator during the moderation visit. They may be required to aid the moderation process of candidates within, or outside, the designated sample.

- All criteria must be met within the grade band range for the learner to achieve the grade.

- Electronic versions of the Grade Descriptors for Units 5 and 6 and the pro forma document are available on the WJEC website.

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3.3 UNIT 5 Proposing and reviewing a major project		**Grade Descriptors**			
Name of Student:	**Centre:**	**Predicted Grade: (Please circle)**			
		F	**P**	**M**	**D**
Major Project Title:					

To achieve a **DISTINCTION** the evidence must show that the learner is able to:		To achieve a **MERIT** the evidence must show that the learner is able to:		To achieve a **PASS** the evidence must show that the learner is able to:	
D1 Use visual and textual language to communicate concepts for the major project, articulating ambitions and practical means of realisation. In addition the learner will demonstrate a clear and logical development and structure the proposed work appropriately. Technical language will be accurately and widely used. The proposed work will also demonstrate effective convergent and lateral thinking.		**M1** Use visual and textual language to communicate concepts for the major project, articulating ambitions and practical means of realisation. In addition the learner will demonstrate a clear and logical development and structure the proposed work appropriately. Technical language will be accurately used.		**P1** Use visual and textual language to communicate concepts for the major project, articulating ambitions and practical means of realisation.	
Yes/No	Comment: If applicable	**Yes/No**	Comment: If applicable	**Yes/No**	Comment: If applicable
D2 Outline a realistic timescale for production, paying cognisance to the technical challenges and acknowledging the importance of interdependence. Be pro-active in calculating possible risks and assuring successful outcomes.		**M2** Propose a timescale for production, paying cognisance to the technical challenges and acknowledging the importance of interdependence.		**P2** Propose a realistic timescale for production.	
Yes/No	Comment: If applicable	**Yes/No**	Comment: If applicable	**Yes/No**	Comment: If applicable
D3 Critically review own practice, appraising developments consistently and purposefully in order to inform approaches and strategies. Critically analyse and evaluate the major project, reflecting on curatorship considerations, developments and challenges.		**M3** Critically review own practice, appraising developments. Evaluate the major project, reflecting on curatorship considerations, developments and challenges.		**P3** Review own practice. Evaluate the major project.	
Yes/No	Comment: If applicable	**Yes/No**	Comment: If applicable	**Yes/No**	Comment: If applicable
D4 Explain how the application of knowledge and understanding of other relevant creative professionals has informed the major project, demonstrating personal synthesis and communicating informed and reflective perceptions.		**M4** Explain how the application of knowledge and understanding of other relevant creative professionals has informed the major project, demonstrating personal synthesis.		**P4** Explain how the application of knowledge and understanding of other creative professionals has informed the major project.	
Yes/No	Comment: If applicable	**Yes/No**	Comment: If applicable	**Yes/No**	Comment: If applicable
Tutor / Programme Leader Name:		**Signature:** (signature authenticates the student's work)		**Date:**	

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3.4 UNIT 6 Curating and presenting a major project				**Grade Descriptors**	
Name of Student:		**Centre:**		**Predicted Grade: (Please circle)**	
				F **P** **M** **D**	
Major Project Title:					
To achieve a **DISTINCTION** the evidence must show that the learner is able to:		To achieve a **MERIT** the evidence must show that the learner is able to:		To achieve a **PASS** the evidence must show that the learner is able to:	
D1 Work independently within defined timescales, demonstrating excellent levels of critical review, analysis, initiative and independence.		**M1** Work independently within defined timescales, demonstrating critical review and analysis.		**P1** Work independently within defined timescales.	
Yes/No	Comment: If applicable	**Yes/No**	Comment: If applicable	**Yes/No**	Comment: If applicable
D2 Identify, negotiate and utilise required resources demonstrating problem-solving and time management skills showing inventiveness and ambition.		**M2** Identify, negotiate and utilise required resources demonstrating problem-solving and time management skills.		**P2** Identify and negotiate resources.	
Yes/No	Comment: If applicable	**Yes/No**	Comment: If applicable	**Yes/No**	Comment: If applicable
D3 Select media to explore and progress own proposals, experimenting purposefully to develop a personal response. Use results of the experimentation in imaginative and flexible ways identifying the full potential of the major project.		**M3** Select a variety of media to explore and progress own proposals experimenting purposefully to develop a personal response.		**P3** Select suitable media to explore and progress own proposals	
Yes/No	Comment: If applicable	**Yes/No**	Comment: If applicable	**Yes/No**	Comment: If applicable
D4 Demonstrate an excellent level of skill and control with materials and processes analysing and determining those most appropriate and effective for use in the creation of the major project.		**M4** Demonstrate skill and control with materials and processes, determining those most appropriate for use in the creation of the major project		**P4** Demonstrate control with materials and processes	
Yes/No	Comment: If applicable	**Yes/No**	Comment: If applicable	**Yes/No**	Comment: If applicable
D5 Use and appraise ideas and techniques rigorously and present well-considered opportunities and strategies for the further potential development of the major project. Display a highly personal and ambitious response in realising the development opportunities.		**M5** Use and appraise ideas and techniques comprehensively, identifying opportunities and strategies for the further development and creation of the major project.		**P5** Use and appraise ideas and a variety of techniques	
Yes/No	Comment: If applicable	**Yes/No**	Comment: If applicable	**Yes/No**	Comment: If applicable
D6 Curate and present the major project demonstrating excellent levels of skill and control with materials and processes and making ambitious use of a range of appropriate resources. Demonstrate excellent organisational skills to create a professional final exhibition within the timescale.		**M6** Curate and present the major project demonstrating skill and control with materials and processes and utilising a range of appropriate resources to create a well-developed final exhibition within the timescale.		**P6** Curate and present the major project within the timescale.	
Yes/No	Comment: If applicable	**Yes/No**	Comment: If applicable	**Yes/No**	Comment: If applicable
Tutor / Programme Leader Name:		**Signature:** (signature authenticates the student's work)		**Date:**	

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3.5 WJEC FOUNDATION DIPLOMA ART AND DESIGN UNIT 5 Proposing and reviewing the major project Proposal and review pro-forma

PRO-FORMA: THIS SECTION TO BE COMPLETED BY THE STUDENT

Student Name	Student Signature	Student Number

Centre Name	Centre Number

Specialism

Working title or theme	Number of words

TO BE COMPLETED BY THE PROGRAMME LEADER

Projected Grade	Signature	Date

Guidance

An electronic version of this pro-forma is available on the website for you to download and complete. The text boxes in the electronic pro-forma will expand automatically as you write.

Your proposal/review must provide an outline brief of the major project. The brief may be of your choice, or issued by the centre. If you decide to work on a team/group brief (with other students) ensure that you explain how you will respond individually to the brief and the extent of your individual responsibilities and contribution.

Prepare your proposal/review carefully, referring to the guidance in each section below. The guidance is not intended to be prescriptive, but reflects aspects of the proposal/review that you will be expected to discuss in order to gain maximum benefit at assessment by your centre and the external moderator.

The proposal/review must be a minimum of **750** and must not exceed **1500** words. Each section, One to Five, has a guide to the number of words to best structure your statement to meet the grading criteria for Unit 5.You are reminded that the bibliography and timescale should be included in the document. You can expand on this material, and/or refer to visual information, notes, plans, etc., in your work journal, blog etc.

Proposals/reviews of insufficient or excessive length or those inappropriately structured will fail the criteria for an acceptable proposal/review and be returned. The proposal/review **must** be word processed.

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SECTION ONE

Influences, Research, Sources and Ideas (guide 175-350 words)

What are the influences, starting points and contextual references and why are they relevant to your ideas? Indicate the creative professionals and discipline areas you intend to research and the likely sources of information including any museums, specific locations, performances, etc you plan to visit. However you should not make extensive lists in this section. Instead you should compile an accurate bibliography correctly acknowledging all references including texts, periodicals, websites and video/DVDs etc. Enter your bibliography in the APPENDIX.

SECTION TWO

Your Major Project (guide 150-300 words)

What is the title of your Project? What will you work towards producing and what is your proposed goal? Explain how this relates to your own practice and how it extends your knowledge, understanding and creative ability. Try to use technical language and Art vocabulary throughout.

SECTION THREE

Techniques, Processes and Timescale (guide 175-350 words)

Refer to any techniques and processes you intend to use. Describe the range of media and materials relevant to your project and how you may use them to explore and develop your ideas. Include aspects of studio practice, workshop procedures or the use of particular equipment and software and discuss requirements such as collaboration or consultation with others, work space factors, etc. Provide an indicative timescale for your project and relate the manner in which you intend to divide your time in order to investigate, develop and produce your project appropriately. This should be a meaningful plan to you and should be personalised to your project. You may wish to write your plan as a daily or weekly schedule. Try to reflect a clear and well-structured framework for your research, development and production.

SECTION FOUR

Review of your work prior to the major project (guide 125-250 words)

Critically review and analyse your practice and identify successes, or otherwise. Reflect on developments, challenges and influences and their impact on your work and your proposal / review. How do these factors affect your intentions for the realisation and display of the major project?

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SECTION FIVE – Evaluation and Realisation (guide 125-250 words)

*This section to be completed **after** the major project has been exhibited.*

- ***Critically review and analyse the major project**:-*
- ***Reflect** on your curatorship considerations.*
- *Discuss the developments and the technical and intellectual challenges you faced.*
- *How did these impact upon the project?*
- *What would you change or try to accomplish in a different way?*

APPENDIX: Use this appendix for the bibliography and any additional information relating to your major project.

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4. Technical Information

4.1 Procedures for Centre approval, student registrations, moderation and certification

Approval

1. New Centres seeking approval to provide this specification should complete *WJEC Pathways Application for Centre Approval* and return it together with supporting evidence to WJEC no later than two months before the course is to commence.

2. The centre will be visited by the Principal Moderator to:

   (i) meet the Head of School and Programme Leader to discuss the submission;

   (ii) view the accommodation and resources available for the Foundation Programme with the Programme Leader and discuss how these are timetabled and used by the learners;

   (iii) view work, sample portfolios, projects, etc, with appropriate members of staff and discuss assessment procedures and portfolio preparation;

   (iv) meet the programme team to discuss programme delivery and assessment;

   (v) meet representative from college management to establish level of support for the programme, future plans, etc.

   (vi) meet Programme Leader to discuss recruitment and progression before finally reviewing the submission in the light of the day's discussions and agreeing amendments if appropriate.

3. WJEC will notify the Head of Centre and the Programme Leader if approval has been granted or whether further conditions need to be met.

4. Approval is granted subject to monitoring by the Principal Moderator to verify that WJEC requirements continue to be met.

5. Approval will be withdrawn three years from the date of approval if the course has not commenced during that period.

6. The Programme Leader must notify WJEC of any proposed amendments to the information submitted on the *Application for Centre Approval* by completing and returning Form WJEC FAD *Amendment Notification* no later than two months before the Programme amendment is to commence.

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Registration

The Programme Leader or Centre Administrator should complete and submit Learner Registrations to WJEC before the end of October in the academic year of assessment and awarding. Information on registration codes and procedures will be available from September 2017 in the online ***Entry Procedures and Coding Information*** **booklet**. Additional guidance and information on registration, assessment and moderation procedures, key dates and all aspects of administration will be available in the annually *updated FOUNDATION DIPLOMA ART AND DESIGN Administration Booklet*, which can be accessed in the Foundation Diploma Art and Design pages of the WJEC website.

This is a linear qualification in which all assessments must be taken at the end of the course. Assessment opportunities will be available in the summer series each year, until the end of the life of this specification. Summer 2018 will be the first assessment opportunity and first award of this qualification.

Moderation

1. A date and time for the moderation visit should be agreed between the Moderator and Programme Leader, which should coincide with the period of exhibition of learners' work.

2. Visits will normally be one day in duration.

3. A sample of assessed work from Units 1,2,3 and 4 should be made available for the Moderator during the visit.

4. All learners must curate and present a Major Project prior to the moderation visit. The moderator will select a sample from the display for moderation. The sample will be between 15% and 100%, depending on learner numbers.

5. The centre should submit proposed grades for Units 5 and 6 via the WJEC secure website grade input system **in advance** of the visit. Centres must provide the Moderator with a printout of the learners' proposed grades from the secure website on the day of the visit.

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6. The following represents the normal procedure for the Moderator at the visit.

   (i) Meeting with the Programme Leader to discuss programme, delivery, management and any changes that may have occurred during the year and to receive a printout of learners' proposed grades from the secure website.

   (ii) Tour of Major Project exhibits with Programme Leader and/or subject specialist/s. The display of each learner's major project should be prominently labelled with the name of the learner, area of specialisation and career progression. The learner's completed **Proposing and reviewing a Major Project** document plus supporting materials reflecting the journey from initial concept to realisation should accompany the display and there should be a précis of the Proposal/review mounted alongside.

   (iii) Sample a representative group of learners' work in Unit 6 using the WJEC Assessment Criteria and Grade Descriptor documentation. As a recommended guide the moderation process will generally cover:

   - the work of at least one learner from each main area of study;
   - a selection of work from learners graded as distinction, merit and pass, including borderline cases;
   - the work of all proposed learners assessed as referred.

   (iv) Review the exhibition (Moderator only).

   (v) Meeting with Programme Leader to discuss any amendments to proposed final grades and discuss learners who are proposed for referral.

   (vi) Complete and sign the printout showing proposed and moderated grades.

   (vii) Meet a representative selection of learners in consultation with the Programme Leader.

   (viii) Meeting with the programme team for general feedback and discussion.

7. After the visit the Moderator will complete and submit the *Moderator's Visit Report* via the WJEC secure website. The report will comment on delivery and assessment, as well as any grade changes. The Moderator's report will be available to centres from the A level/Level 3 results release date in mid-August via the WJEC secure website.

Certification

1. The Moderator should return the signed Learners' Grade sheet printout to WJEC within 14 days of the moderation visit.

2. Diploma certificates indicating the units and grades obtained will be issued by WJEC to centres in advance of Results day in mid-August.

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4.2. Referrals and Special Consideration

Referred learners should be those who have not satisfied the assessment and grading criteria for the course and for whom there are no mitigating circumstances.

Referrals applicable to Units 1 and 2 should be redeemed before completion of Units 3 and 4 and similarly 3 and 4 redeemed before Units 5 and 6.

Learners who have been referred on Units 5 or 6 should be given a period of time to resubmit work for assessment which is negotiated with the Programme Leader and endorsed by the Moderator at the time of the visit. To be included in WJEC Awards the work needs to be submitted and assessed and the result communicated to WJEC before July 15 in the year of assessment. Only a Pass or Fail grade will be awarded. Failure to meet the agreed deadline will result in a Fail grade being recorded. The Programme Leader/team will assess the resubmitted work and communicate the result to the learner and WJEC within 7 days of receiving the work.

Learners who have been the subject of special consideration should not be referred.

A learner will be eligible for special consideration if:

(i) performance in a Unit or Units is affected by circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement.

(ii) part of a Unit is missed due to circumstances beyond the control of the learner, e.g. recent personal illness, accident, bereavement.

The Programme Leader should give the moderator prior notice of any Special Consideration applications. Medical or other appropriate evidence and a completed Form SC *Special Consideration* must be provided by the centre for each individual.

The Programme Leader should propose a grade based on evidence of potential that is demonstrated by work already completed. In order to be eligible for Special Consideration the student is required to have completed a minimum of 50% - 3 Units of the work.

The Moderator will discuss the SC application with the Programme Leader; considering the evidence and reviewing the work at the time of the visit. The moderator will accept or adjust the proposed grade, sign the SC form for verification purposes, and send it to WJEC for processing.

Form SC *Special Consideration* and the *RF Referral form* are both available on the website.

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4.3 Appeals

General

Centres must make available for every learner a clearly documented appeals procedure.

A learner is entitled to appeal if he/she is dissatisfied with the **assessment process**. This applies to the Pass assessment in Units 1, 2, 3 and 4 and the grades for Units 5 and 6. If the process of assessment is carried out according to WJEC assessment criteria and guidance then the awarding of a Unit Pass or Referral / Pass / Merit / Distinction grade cannot be appealed.

Internal Process

Learners should discuss their concerns with the tutor within 14 days of notification of results.

Unresolved concerns should be forwarded to the Programme Leader who may seek the opinion of the Principal Moderator.

Learners will be notified of the outcome of the internal investigation within 28 days of appeal.

If the Internal Appeal is successful, then the centre must notify WJEC within 28 days of the date of the result. Confirmation and details of the internal appeals process must be provided.

External Process

When matters cannot be resolved at course/centre level a formal appeal to WJEC can be made.

WJEC cannot correspond with individual learners. All appeals must be made through centres.

Formal appeals should be sent in writing to WJEC within 14 days of the notification of the result of the internal investigation previously undertaken.

The decision of WJEC will be final and the centre informed in writing within 28 days of receiving the external appeal.

Learners should be aware that there would be an administrative fee for appeals to WJEC. The fee will be refunded if the appeal is upheld.

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Appendix A Course Handbooks

Course handbooks for learners are a mandatory part of approval to offer the Level 3 Foundation Diploma in Art and Design.

It is important that all handbooks make clear that the WJEC Specification assessment criteria and grade descriptions conform to the national standard. The handbooks may be printed or available on-line via intranet and closed learner access sites.

Handbooks should include:

(i) a outline of the course of study based on the course content (from the specification);

(ii) guidance on assessment, including assessment criteria, scheme of assessment and grade descriptions (from the specification).

Handbooks should be concise, informative, visually exciting and should be updated when appropriate and the Moderator should be provided with access during the visit.

Course handbooks should include additional information dealing with issues of particular importance to learners. This could include:

- List of essential materials
- Timetable and year plan
- Attendance
- List of course tutors, with area of expertise
- List of support staff
- Learners' access to support staff, technicians, and specialist workshops
- Independent study
- Health and safety
- Making an application to Higher Education
- Moderation
- Referrals
- Appeals
- Learner rights, responsibilities, support and counselling.

Appendix B Glossary

This glossary is not definitive and is intended as a guide to understanding some of the language used in this specification.

Art and Design
For the purpose of this specification Art and Design is a term used to cover all aspects of the visual world of Art, Craft, Design and Media

Art
Art combines practical and intellectual activity and tends to focus on creative expression. Processes and outcomes are influenced by certain constraints or intentions, many of which are personally determined by the artist.

Processes can be structured or open-ended and might involve exploration of experiences, feelings, perceptions and observations that may include direct, critical and analytical study of artefacts, objects, places and people. They may be initiated by the individual or in response to given stimuli, such as a theme, issue, or problem. Outcomes can reflect the individual's imagination, influences and intentions in following an idea, conveying an experience or expressing feelings, often with the purpose of engaging others who will see the work.

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Craft

Craft combines practical and intellectual skills and focuses on creatively using them to sensitively manipulate materials, tools and processes. It involves applying knowledge and understanding of materials and their working characteristics, together with craft skills and creative intentions that take account of the needs of both the maker and the user of the final outcome. Although learners need to have a working knowledge and appreciation of traditional materials, tools and processes, they should also be familiar with the use of new and emerging materials and technologies in contemporary craftwork. It is essential that appropriate emphasis is placed on creative ideas and imaginative approaches, in the use of materials and craft skills.

Design

Design places emphasis on the way practical and intellectual activity combine in order to respond to people's needs. Usually, these are not identified by the designer alone and this distinguishes design from most art and craft procedures that have largely been initiated by the individual artist or craftsperson. The designer tends to work within externally set parameters and takes account of such matters as the use that is to be made of the outcome, durability, ergonomics, aesthetic appearance, costs, availability of materials and methods of production. Processes and outcomes can range from being quirky, imaginative and risky to thoughtful adaptation and improvement of existing designs.

Assessment Criteria

Statements that enable judgements to be made about whether the learner has achieved the specified learning outcomes to a particular level.

Curatorship

Curatorship involves the planning, design and technical aspects of exhibiting artefacts in innovative, well-considered and creative ways so that they communicate with and appeal to an audience.

Drawing

Mark-making in any medium resulting in externalised evidence of thinking and the development of ideas.

Guided Learning Hours

A definition of guided learning hours is 'all times when a member of staff is present to give specific guidance towards the learning aim being studied on a programme. This includes lectures, tutorials, and supervised studies, for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements. It does not include time spent by staff in the day-to-day marking of assignments or homework where learners are not present. It does not include hours where supervision or assistance is of a general nature and is not specific to the study of the learners'.

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Image

The visual manifestation of an idea or concept.

Independent Study Hours

The unsupervised learning activities a learner should undertake in addition to the guided learning hours in order to achieve the learning outcomes and assessment criteria.

Learning Outcomes

Statements describing those things a learner is expected to know understand or do on completion of a learning process.

Moderation

The process of verifying that assessment criteria and procedures have been applied correctly and consistently to reflect the national standard.

Outcome

A visually realised conclusion at completion of a process or stage of development of an idea.

Recording

Keeping the results of research in visual form in drawing books, journals, workbooks, blogs, photography, etc.

Researching

Exploring the visual world and written word in order to enable and enrich the development of creative activity.

Unit

A coherent and explicit set of learning outcomes and related assessment criteria with a title, and level.

Visual Language

A personal repertoire of mark-making, drawing and visualised thought processes, enabling the communication of ideas.

Visual World

Images, paintings, sculpture, designs and any artefact or performance that can be seen. Not including books, poetry or other written or spoken words.

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Appendix C UCAS Tariff Points

The UCAS tariff points system is used to report achievement for entry to higher education in a numerical format.

UCAS: Pass, Merit and Distinction grades all attract UCAS tariff points.

For further information regarding Tariff Points follow this link.
https://www.ucas.com

The following points will be allocated to learners who have fulfilled the requirements of this qualification:

DISTINCTION	**112**
MERIT	**96**
PASS	**80**

Appendix D About WJEC

We are one of the UK's leading examination awarding bodies and providers of educational resources. Our subject specialist and administrative staff offer an approachable, personal service, providing advice and guidance on the full range of qualifications, training events and conferences available. We are committed to working with you to provide the most comprehensive and best supported courses around, offering advice via the phone, email and an 'in-house' advisory service, as well as providing a comprehensive range of materials and helpful information on the website.

Contact us to find out more:

artanddesign@wjec.co.uk

General enquiries

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