

SQA Advanced Unit specification

General information for centres

Unit title: Community Arts: Visual Arts

Unit code: HT4X 47

Unit purpose: This Unit is designed to enable the candidate to plan, organise, deliver and analyse a visual arts workshop that will be delivered to a client group in a community setting. This Unit gives underpinning knowledge and understanding about the Arts in the community. Current legislation requires that the candidates must have enhanced disclosure certificates before working with community groups and this should be applied for at least six weeks prior to the delivery of the Unit.

On completion of the Unit the candidate should be able to:

- 1 Investigate and plan a visual arts workshop for a community group
- 2 Organise and deliver a visual arts workshop to a community group
- 3 Analyse the delivery of a visual arts workshop to a community group

Credit points and level: 1 SQA credit at SCQF level 7 (8 SCQF credit points at SCQF level 7*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from National 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre but it would be beneficial if the candidate had some prior knowledge and experience in the visual arts. This may be evidenced by the successful completion of NQ level Art and Design Units or similar qualifications or experience.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, Working with Others, Information Technology and Communication at SCQF level 6, and Numeracy at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

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Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: This Unit should be assessed by product evidence generated during the delivery of the Unit.

Outcomes may be assessed individually or holistically. Evidence of the delivery of a visual arts workshop and use of correct protocol, may be in the form of tutor observation (recorded on a checklist), or by written attestation from an agreed observer. Supporting evidence could be presented as a folio /collection/folder/diary/log book in any format. For Outcome 3 a report should be produced in any suitable format — oral, written or digital — supported by visual material. The report should be an accurate and concise record of the process of delivery of the workshop.

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SQA Advanced Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Investigate and plan a visual arts workshop for a community group

Knowledge and/or skills

- ◆ Investigation of requirements of a community group
- ◆ Selection of a visual art activity
- ◆ Planning
- ◆ Health and safety

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Investigate and negotiate with the selected community group
- ◆ Select a suitable visual arts activity
- ◆ Produce an activity plan for a visual arts workshop, taking into account health and safety requirements

Evidence should be presented in a written/oral/digital format and it should detail negotiations, selection of the visual arts activity, requirements of the community group and plan.

Assessment guidelines

Evidence of investigation and contact with the client group may be a collection/log book/diary of e-mails, phone calls, faxes, meetings and research.

Evidence of the selection of a relevant visual arts activity may be in the form of minutes, records of informal discussions, group discussions, and recordings.

The plan for the delivery of the visual arts activity would normally cover resources, staffing, accommodation, risk assessment and timescale.

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Outcome 2

Organise and deliver a visual arts workshop to a community group

Knowledge and/or skills

- ◆ Selection of resources and materials
- ◆ Risk assessment
- ◆ Sourcing and costing
- ◆ Time management
- ◆ Workshop protocol
- ◆ Workshop delivery
- ◆ Recording client satisfaction
- ◆ Health and Safety requirements

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Select the correct resources and materials for the activity using the workshop plan
- ◆ Produce a resources and materials list that quantifies the requirements
- ◆ Carry out a risk assessment for the activity
- ◆ Source suppliers and detail costs for the activity and produce a requisition
- ◆ Produce a detailed activity timeline
- ◆ Deliver a visual arts workshop using the correct protocol
- ◆ Collect evidence of client satisfaction
- ◆ Meet current health and safety requirements that apply to the type/location of workshop that is delivered

Evidence of the delivery of a visual arts workshop and use of correct protocol may be in the form of tutor observation (recorded on a checklist) or by written attestation from an agreed observer.

Supporting evidence could be presented as of folio/collection/folder/diary/log book in any format.

Assessment guidelines

Suitable formats for the folio/collection/folder/diary/log book of evidence may be negotiated with the tutor to suit individual learning needs but must be presented in a neat, logical, clear and comprehensive manner. Formats could include recordings and online presentations, for example.

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Outcome 3

Analyse the delivery of a visual arts workshop to a community group

Knowledge and/or skills

- ◆ Analysis of data
- ◆ Analysis of process
- ◆ Strengths and weaknesses
- ◆ Analytical reporting

Evidence Requirements

Candidates will need to provide evidence to demonstrate their knowledge and/or skills by showing that they can:

- ◆ Analyse the delivery of a visual arts workshop
- ◆ Detail strengths and weaknesses of the delivery
- ◆ Make recommendations for future delivery of a similar workshop
- ◆ Produce visual evidence to support the analysis
- ◆ Analyse client satisfaction data

Evidence should be produced as a report in any suitable format, oral, written or digital, supported by visual material. The report should be an accurate and concise written or oral record of the process of delivery of the workshop.

Assessment guidelines

Visual material would be expected to include authenticated photographic/digital images of the delivery of the workshop or examples of work produced during the workshop.

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Administrative Information

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Unit title:	Community Arts: Visual Arts
Superclass category:	JA
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Version	Description of change	Date

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SQA Advanced Unit specification: support notes

Unit title: Community Arts: Visual Arts

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Current legislation requires that the candidates must have enhanced disclosure certificates before working with community groups and this should be applied for at least six weeks prior to the delivery of the Unit.

This Unit is intended to allow candidates studying in areas of art and design, the opportunity to experience the Community Arts through the planning, organisation, delivery and analysing of a visual arts workshop to a community group. Community Arts may be a possible area for future employment of SQA Advanced Certificate and SQA Advanced Diploma art and design candidates. The Unit is recommended for delivery later on in a course of study as it builds on knowledge and skills gained in earlier Units within the Art and Design Award framework.

Outcome 1

After negotiation and discussion with the tutor, the candidate would investigate and find a suitable community group/organisation/project to whom a visual arts workshop can be delivered, for example, community arts projects, local festivals, youth groups, community action team projects, regeneration projects, environmental projects, community education groups, social work groups, after school clubs, nursery, primary and secondary schools.

After discussions and negotiations with the community group, the candidate will produce a visual arts workshop plan. This may include the following:

- ◆ Background — who are the community group, where are they, what do they do, what kind of visual arts activity do they want
- ◆ What type of activity has been chosen
- ◆ How will it be delivered and where
- ◆ What resources will be needed
- ◆ Who is funding this workshop and how
- ◆ Risks involved

Outcome 2

Candidates will be asked to organise and deliver the chosen visual arts workshop to the client group. The organisational process will be detailed in a log/diary/collection/folio or equivalent and should include the following:

- ◆ Identification of resources and materials required and quantities that are suitable and relevant for the activity

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- ◆ A risk assessment for the chosen activity. This may be a pro forma given by the tutor or the client group's own assessment form.
- ◆ A requisition for materials, with quantities and costs. The costs may be VAT or ex VAT depending on the status of the community group. This requisition may be sent to the client group if they are funding the workshop. It is good practice to build up a database of arts workshop materials suppliers for future reference.
- ◆ A workshop timeline which details the estimated time for each part of the activity, for example: setting up 8 minutes; welcome and introduction 4 minutes; demonstration 8 minutes; questions 3 minutes. This timeline could be in written/flow chart/pie or bar chart format, for example.
- ◆ Client Survey. The candidate should devise an appropriate satisfaction sheet for the workshop. For example, for an under five age group the candidate may use a smiley face and a sad face.

Outcome 3

The candidate will be asked to produce an analysis of the visual arts workshop delivery, which should include the following elements:

- ◆ Photographic/digital images of the delivery of the workshop or examples of work produced during the workshop. The tutor, assistant or other authorised persons could have produced these. In certain cases, there is an issue with confidentiality and cropped/pixelated client images may be acceptable. The delivery of the workshop may also be evidenced by tutor observation or attestation from the client group supervisor.
- ◆ Examples of work produced during the workshop, either in digital form or as product evidence.
- ◆ Analysis of the workshop activity with reference to the plan. Where there are changes to this plan, reasons for this and solutions should be given.
- ◆ Analysis of client satisfaction. This will reflect the questionnaires given out to the community group at the end of the workshop and can be expressed in a variety of ways, eg 8 out of 10 clients enjoyed the workshop or 80% of the clients enjoyed the workshop or this may be presented in a pie or bar chart format.
- ◆ Strengths and weaknesses.
- ◆ Recommendations.

Guidance on the delivery and assessment of this Unit

This Unit has been developed as part of the SQA Advanced Certificate/Diploma Art and Design Award. It is recommended that it should be taught and assessed within the subject area of the Group award to which it contributes. Opportunities may be taken to link or integrate with other aspects of the course and a thematic approach adopted for both delivery and assessment.

It is advised that this Unit be delivered later in a course to enable candidates to build on the knowledge and skills gained in other related and relevant Units.

The Unit allows the candidates to plan, organise and deliver a visual arts workshop to a chosen community group. This delivery will then be analysed by the candidate. Workshop analysis is a requirement for all Community Arts workers in the field and many funding agencies will ask for specific formats.

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Candidates should work independently, although it is permissible to have a workshop assistant/technician to aid in the delivery of a particular visual arts activity eg printmaking. Some client groups may have their own assistant/helper in the workshop eg carer, social worker.

It is suggested that four half-day workshops or equivalent would provide sufficient opportunity to achieve the required evidence for this Unit. Candidates should work independently and reflect the interests and needs of the community client group.

The Candidate will analyse their delivery of the visual arts workshop and produce a written or verbal report. Supported where possible by visual evidence that records the workshop activity and gives examples of the creative work produced during the workshop. Candidates will also be asked to identify the strengths and weaknesses in their delivery and to identify ways of improving their delivery in future. Finally, candidates should provide a brief analysis of client satisfaction, as gathered from the client survey devised for Outcome 2.

Tutors would not normally use formative assessment of workshop delivery. Re-assessment, if required for Outcome 2, could be based on a workshop delivered within the Centre.

Opportunities for developing Core Skills

All elements of the Core Skill of Problem Solving, that is, planning and organising, critical thinking, and reviewing and evaluating, should be developed and enhanced in the Unit as candidates plan, undertake and evaluate a visual arts community workshop. Detailed planning and preparation for activities will be essential, and background research on resources and materials will be necessary. Identifying suitable resources and devising a plan for their safe and efficient use will require risk assessment for each activity. Costing, budgeting and analysing financial information will be an aspect of effective organisation, and some candidates may benefit from on line support in working with data. Candidates select appropriate resources and materials for the activity using the plan and deliver a creative, safe visual arts workshop using the correct protocol. This will allow ongoing opportunities for review and potential modification. Additional support materials or personal interviews with the assessor in order to reinforce analytical approaches to overall achievement will support development for future activities. Skills in technology will underpin all stages of researching and delivering practical activities, and will be further enhanced as candidates select effective methods of evidence presentation.

There are many opportunities to explore methods for managing co-operative working with others. All stages of planning and delivering will involve elements of negotiation, including the selection of appropriate programmes for group sessions. Centre designed self-assessment skills checklists might support practice in developing a range of approaches to working with different types of client groups. In the delivery of teaching sessions candidates will be required to demonstrate an understanding of the physical, emotional and cultural needs of others in order to progress communication. A significant level of verbal and non verbal communication skills will be developed in order to present visual arts in the most effective style and format. Candidates should be aware of how to use effective verbal non-verbal communication techniques, use pace and voice projection and respond to comments and questions confidently. Written documentation, including records and any minutes of meetings, should be accurate and follow accepted conventions.

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Open learning

The practical nature of parts of this Unit would make it difficult to deliver via open learning. However, it may be possible for candidates to access source information and complete written work electronically.

For further information and advice please refer to the SQA document *Assessment and Quality Assurance for Open and Distance Learning* which is available on SQA's website: **www.sqa.org.uk**.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

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General information for candidates

Unit title: Community Arts: Visual Arts

This Unit will enable you to plan, organise, and deliver a visual arts workshop and then analyse the delivery of that workshop. You will deliver the workshop to a client group in a community setting.

In Outcome 1 you will investigate and negotiate with a selected community group and then report on your investigations and negotiations. After communication with the community group select a visual arts activity that meets their needs and produce a plan for a visual arts workshop.

In Outcome 2 you will plan an arts activity for your chosen community group, work out the quantities and costs of the materials needed for the workshop and carry out a risk assessment.

For Outcome 3 you will a report on the delivery of your Visual Arts workshop, identify strengths and weaknesses in your delivery and suggest ways that you could improve delivery of similar workshops in the future.

The Unit may also provide you with opportunities to develop a number of Core Skills, which could include Problem Solving (Planning and Organising, Critical Thinking), oral/written Communication, Working with Others and IT skills.