SQA

Group Award Specification for:

NPA Drawing Skills at SCQF level 5 (GA Code: GM0E 45)
NPA Art and Design at SCQF level 5 (GA Code: GM0D 45)
NPA Visual Communication at SCQF level 5 (GA Code: GM0G 45)
NPA Animation at SCQF level 5 (GA Code: GM0H 45)
NPA Painting at SCQF level 5 (GA Code: GM0F 45)

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Contents

1   Introduction

This is the Arrangements Document for the five new National Progression Awards (NPAs) in Art and Design at level 5. This document includes: information on the aims of the NPAs, guidance on access, details of the Group Award structures, and guidance on delivery.

These will provide candidates with opportunities to undertake structured awards in a range of subject specialisms in Art and Design. National Progression Awards are designed to equip candidates with the skills required for success in current and future employment within the art and design sector or for progression to next level courses.

National Progression Awards in Art and Design comprise of three SQA Units grouped together to provide opportunities for integrated and project-based delivery which can help learners to progressively build and develop key skills in creative subjects, see links between specialisms and promote working practices which are akin to and aligned with contemporary art practice.

The following five National Progression Awards are available:

♦ **NPA Drawing Skills at SCQF level 5**
♦ **NPA Art and Design at SCQF level 5**
♦ **NPA Visual Communications at SCQF level 5**
♦ **NPA Animation at SCQF level 5**
♦ **NPA Painting at SCQF level 5**

National Progression Awards in Art and Design are mainly aimed at learners in post-compulsory education who are undertaking introductory level study in Art and Design but may also be appropriate for delivery in schools, community and outreach settings.

NPA's may be delivered as an integrated part of an existing course of study such as an NQ Art and Design programme or as discreet qualifications. The qualifications may also be suitable for candidates in employment or training who wish to update or expand knowledge and skills on a part-time basis.

Opportunities exist for the NPA Animation to be achieved as an embedded component of NC Creative Industries (level 5)

2   Qualification(s) structure

Each NPA is made up of 3 SQA Unit credits. They comprise of 18 SCQF credit points each. All units in the NPA units are **mandatory**. Mapping of Core Skills development opportunities are available in section 5.3.

NPAs	SQCF level	SQCF credit points
Drawing Skills	5	18
Art and Design	5	18
Visual Communications	5	18
Animation	5	18
Painting	5	18

2.1   Structure

1   NPA Drawing Skills at SCQF level 5

4 code	2 code	unit title	SQA credit	SCQF credit points	SCQF level
H1T8	**11**	Drawing and Drawing Media	1	6	5
D947	**11**	Drawing Skills — Analytical Drawing	1	6	5
F9WF	**12**	Art and Design: Location Drawing – Local Environment	1	6	6

2   NPA Art and Design at SCQF level 5

4 code	2 code	unit title	SQA credit	SCQF credit points	SCQF level
D17H	**11**	Design Studies: Introduction to Mixed Media	1	6	5
F5BV	**11**	Art and Design: Printmaking	1	6	5
F9VH	**11**	Art and Design: Introduction to Illustration	1	6	5

3   NPA Visual Communications at SCQF level 5

4 code	2 code	unit title	SQA credit	SCQF credit points	SCQF level
F5BX	**11**	Art and Design: Software Skills	1	6	5
F9VJ	**11**	Art and Design: Introduction to Graphic Design	1	6	5
D962	**11**	Two-Dimensional Design — The Design Process	1	6	5

4   NPA Animation at SCQF level 5

4 code	2 code	unit title	SQA credit	SCQF credit points	SCQF level
F5C6	**12**	Art and Design: Animation Project	1	6	6
FV2L	**11**	Art and Design: Development Drawing	1	6	5
F5BW	**11**	Art and Design: Sketchbook Development – Thematic Studies	1	6	5

5   NPA Painting at SCQF level 5

4 code	2 code	unit title	SQA credit	SCQF credit points	SCQF level
EF7D	**11**	Art and Design: Introduction to Painting	1	6	5
D945	**11**	Colour: An Introduction	1	6	5
F5C7	**12**	Art and Design: Painting to a Theme	1	6	6

3 Aims of the qualification(s)

The aim of National Progression Awards at level 5 is to provide candidates with opportunities to attain structured awards that develop both practical and theoretical skills in preparation for next level courses and employment.

3.1 General aims of the qualification(s)

The general aims of the NPA's at SQCF level 5 are to:

♦ Provide structured awards that recognise existing skills and competencies within visual art specialisms and/or
♦ Create opportunities for candidates to develop skills and expertise in a range of visual art specialisms which are relevant to current and future practice in art and design
♦ Encourage candidates to take ownership of their own learning and development
♦ Provide opportunities for a range of learning and assessment styles to motivate candidates to achieve to their full potential
♦ Provide opportunities for discreet 'short-course' qualifications for part-time learners as well as for learners who are already undertaking a suite of units at this level (NC Creative Industries and NQ programmes)
♦ Create opportunities for candidate production of a holistic portfolio of evidence which may contribute to and support applications to next level courses.
♦ Provide opportunities for individual development of skills and aptitudes which will enhance candidate's employability within art and design sectors.

3.2 Specific aims of the qualification(s)

3.2.1 NPA Drawing Skills: SQCF level 5:

The specific aim of the National Progression Award in Drawing Skills at level 5 is to provide a structured award that creates opportunities for candidates to investigate, develop and refine drawing skills using a wide range of materials, techniques and subject matter. Candidates:

♦ Develop introductory skills in drawing media through the investigation of and experimentation with materials and develop drawing techniques through production of outline drawings, drawings of rectilinear objects and drawings of cylindrical and spherical objects.
♦ Further develop drawing skills and techniques through the visual analysis of subject matter using a range of materials, styles and techniques.
♦ Extend and develop drawing skills through the analysis of elements of the local environment utilising abstraction to convey expression.

3.2.2 NPA Art and Design: SQCF level 5:

The aim of the National Progression Award in Art and Design at level 5 is to provide a structured award that creates opportunities for candidates to gain practical and theoretical knowledge and understanding of a range of printmaking, mixed media and illustration skills and techniques for art and design applications. Candidates:

Acquire and develop knowledge and understanding of printmaking skills for Art and Design applications through practical experimentation.

♦ Investigate and apply mixed media techniques in a design context.
♦ Apply media handling skills acquired to a given Illustration brief and produce a finished Illustration.

3.2.3 NPA Visual Communications: SQCF level 5

The aim of the National Progression Award in Visual Communications at level 5 is to provide a structured award which creates opportunities for candidates to investigate and experiment with traditional and digital media as part of the design process whilst expanding theoretical knowledge and developing creative solutions to design problems. Candidates must:

♦ Develop an understanding of design software packages through the production of a folio of experimental design work.
♦ Use the design process through research and development to final design utilising a wide range of media.
♦ Develop graphic design skills in response to a given brief.

3.2.4 NPA Animation: SQCF level 5

The aim of the National Progression Award in Animation at level 5 is to provide a structured award that creates opportunities for candidates to explore and expand their practical and theoretical understanding of sequential imaging using both traditional and digital techniques. Candidates will develop a sketchbook that demonstrates acquired knowledge from research to finished solution as well as producing a finished animation. Candidates must:

♦ Explore problem solving through the process of development drawing.
♦ Produce a thematic sketchbook which shows the visual analysis and development of subject matter.
♦ Extend and apply understanding of designing, creating and developing sequential images in animation.

3.2.5 NPA Painting: SQCF level 5

The aim of this National Progression Award in Painting at level 5 is to provide a structured award that creates opportunities to investigate, develop and refine painting skills as well as to acquire a basic understanding of colour theory. Practical and theoretical skills and understanding are developed through utilising a range of subject matters and a variety of materials and techniques. Candidates must:

♦ Research and investigate work in painting.
♦ Produce and present a finished painting to a given brief.
♦ Progressively develop skills and ideas towards the production of a finished painting to a chosen theme.
♦ Demonstrate a basic understanding of colour, theory, terminology, mixing, harmonies, and colours in nature.

4   Recommended entry to the qualification(s).

There are no formal entry requirements to the National Progression Awards at level 5. Entry is at the discretion of the centre however, candidates would benefit from having previous experience of an Art and Design course or units.

NPA Drawing Skills: SQCF level 5 is suitable for candidates who:

♦   have little or no experience of drawing and drawing media
♦   want to progressively develop sound drawing techniques in representing a range of subject matter using a variety of approaches
♦   want to explore and develop visual elements in drawing the local environment
♦   wish to build a vocabulary of mood and atmosphere in relation to structure, form and scale.
♦   want to explore expressionism and abstraction in drawing

NPA Art and Design: SQCF level 5 is suitable for candidates who:

♦   want to investigate mixed media and design ideas
♦   are interested in mark-making and manipulation techniques
♦   wish to develop printmaking skills for art and design applications
♦   wish to develop basic knowledge and skills in the use of techniques and media for illustrations

NPA Visual Communications: SQCF level 5 is suitable for candidates who:

♦   want to develop an understanding of the design process
♦   wish to build skills in researching, developing and producing solutions to a given brief.
♦   want to develop skills in producing and presenting design work
♦   wish to obtain basic knowledge and skill in the use of selected software package(s)
♦   want to explore a range of materials and techniques to a given brief

NPA Animation: SQCF level 5 is suitable for candidates who:

♦   have some basic knowledge of computer animation
♦   wish to gain applied knowledge in animation
♦   are working in art and design related areas
♦   want to acquire an introduction to the development drawing process and wish to develop drawing skills in an animation context
♦   want to develop abilities to produce a thematic sketchbook

NPA Painting: SQCF level 5 is suitable for candidates who:

♦   are interested in researching painting and painting themes
♦   wish to investigate painting materials and techniques
♦   want to produce and present paintings
♦   wish to acquire an understanding of colour terminology, harmonies and relationships
♦   are interested in colour mixing and applications
♦   are willing to observe colour relationships in nature.

4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

NPA Drawing Skills: SQCF level 5

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Level 4	♦ group work and discussions ♦ presentation of work
Numeracy	Level 4	
Information and Communication Technology (ICT)	Level 4	
Problem Solving	Level 4	♦ analysing subjects ♦ selecting and using various drawing media ♦ creating and experimenting with line, tone, texture and colour ♦ producing drawings of objects with various shapes ♦ developing techniques to emphasise correct form and structure of subject ♦ exploring and developing the expressive use of visual elements
Working with Others	Level 4	♦ group work and discussions

NPA Art and Design: SQCF level 5

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Level 4	♦ group work and discussions ♦ presentation of work
Numeracy	Level 4	
Information and Communication Technology (ICT)	Level 4	
Problem Solving	Level 4	♦ planning and preparation of final prints ♦ planning and organizing development work ♦ reviewing and selecting ideas for a final illustration
Working with Others	Level 4	

NPA Visual Communications: SQCF level 5

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Level 4	♦ group work and discussions ♦ presentation of work
Numeracy	Level 4	
Information and Communication Technology (ICT)	Level 4	♦ use of software packages
Problem Solving	Level 4	♦ planning and development of design work ♦ personal interpretation of a design brief ♦ use of annotation ♦ critical evaluation of developing ideas
Working with Others	Level 4	

NPA Animation: SQCF level 5

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Level 4	♦ group work and discussions ♦ analysis of a given brief
Numeracy	Level 4	
Information and Communication Technology (ICT)	Level 4	♦ applied use of software packages ♦ file management
Problem Solving	Level 4 (5?)	♦ development and planning of an animation sequence ♦ progressive development of visual lines of enquiry – review and reflection
Working with Others	Level 4	

NPA Painting: SQCF level 5

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	Level 4	♦ use precise colour terminology ♦ annotation ♦ group work and discussions
Numeracy	Level 4	
Information and Communication Technology (ICT)	Level 4	♦ research ♦ digital colour exercises
Problem Solving	Level 4	♦ following briefs ♦ progressive development of visual lines of enquiry – review and reflection
Working with Others	Level 4	

5 Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in National Occupational Standards and/or trade/professional body requirements. In addition, significant opportunities exist for learners to develop the more generic skill, known as Core Skills through doing this qualification.

5.1 Mapping of qualification aims to units

Code	unit title	3.1.1	3.1.2	3.1.3	3.1.4	3.1.5	3.1.6	3.1.7	3.2.1.1	3.2.1.2	3.2.1.3	3.2.2.1	3.2.2.2	3.2.2.3	3.3.3.1	3.3.3.2	3.3.3.3	3.3.4.1	3.3.4.2	3.3.4.3	3.3.5.1	3.3.5.2	3.3.5.3	3.3.5.4
		General Aims							Specific Aims															
NPA Drawing Skills at SCQF level 5																								
H1T8 11	Drawing and Drawing Media	x	x	x	x	x	x	x	x															
D947 11	Drawing Skills: Analytical Drawing	x	x	x	x	x	x	x		x														
F9WF 12	Art and Design: Location Drawing – Local Environment	x	x	x	x	x	x	x			x													
NPA Art and Design at SCQF level 5																								
D17H 11	Design Studies: Introduction to Mixed Media	x	x	x	x	x	x	x				x												
F5BV 11	Art and Design: Printmaking	x	x	x	x	x	x	x					x											
F9VH 11	Art and Design: Introduction to Illustration	x	x	x	x	x	x	x						x										
NPA Visual Communications at SCQF level 5																								
F5BX 11	Art and Design: Software Skills	x	x	x	x	x	x	x								x								
F9VJ 11	Art and Design: Introduction to Graphic Design	x	x	x	x	x	x	x									x							
D962 11	Two-Dimensional Design- The Design Process	x	x	x	x	x	x	x										x						

Group Award Specification: NPA Drawing Skills at SCQF level 5, NPA Art and Design at SCQF level 5,
NPA Visual Communication at SCQF level 5, NPA Animation at SCQF level 5, NPA Painting at SCQF level 5

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NPA Animation at SQCF level 5																									
F5C6 12	Art and Design: Animation Project	x	x	x	x	x	x	x													x				
FV2L 11	Art and Design: Development Drawing	x	x	x	x	x	x	x											x						
F5BW 11	Art and Design: Sketchbook Development – Thematic Studies	x	x	x	x	x	x	x												x					
NPA Painting at SCQF level 5																									
EF7D 11	Art and Design: Introduction to Painting	x	x	x	x	x	x	x															x	x		
D945 11	Colour: An Introduction	x	x	x	x	x	x	x																		x
F5C7 12	Art and Design: Painting to a Theme	x	x	x	x	x	x	x															x		x	

5.2　Mapping of National Occupational Standards (NOS) and/or trade body standards

National Occupational Standards identify the set competencies required for job roles in particular employment sectors. Art and design within the Creative Industries sector (Creative and Cultural Skills and Creative Skillset) identify the need to develop learners who:

♦ can communicate ideas effectively and can reflect and modify them in response to feedback
♦ can develop creative ideas and solutions to given design problems
♦ can use materials and equipment correctly and maintain their own workspace
♦ can collate and manage their own images and reference materials
♦ can use a range of digital technologies and design based software and hardware
♦ can maintain and improve their work

Creative thinking, problem solving and innovation and enterprise along with Core Skills development are key competencies for candidates who wish to succeed in the Art and Design sector. This in conjunction with the development of practical skills in new and digital media will ensure candidates learning is current, appropriate and future proof.

Due to the diversity of subject content within the National Progression Awards there are no singular set of occupational standards in Art and Design however specific aspects and key skills that may be acquired are linked in the following table. Please refer to the National Occupational Standards documentation for specific aspects and key skills that may be acquired:

Code	Unit title	National Occupational Standards									
		CCSDES23 Create 2D designs using a computer aided design system.	SKSANIM6 Create Visual references	PROMPR34 Design and produce creative digital artwork for print	SKSMSP9 Printing Fabric	SKSPI13 Import Digital images and optimize for archiving and repurposing	SKSPUB16 Collate and manage images	CCSDES21 Articulate, present and debate ideas in a creative environment	CCSCR14 Prepare and maintain materials, tools and equipment	CCSCR9 Produce a drawing or sketch, working stage or rough sample, model or prototype of craft	SKSTEX 13 Maintain and improve your work
H1T8 11	Drawing and Drawing Media								x		x
D947 11	Drawing Skills: Analytical Drawing							x	x		x
F9WF 12	Art and Design: Location Drawing – Local Environment		x			x	x	x	x	x	x
F5BX 11	Art and Design: Software Skills	x				x	x	x	x		x
F9VJ 11	Art and Design: Introduction to Graphic Design	x	x	x		x	x	x	x	x	x
D962 11	Two-Dimensional Design – The Design Process	x	x	x		x	x	x	x	x	x
D17H 11	Design Studies: Introduction to Mixed Media								x		x
F5BV 11	Art and Design: Printmaking		x		x	x	x	x	x	x	x
F9VH 11	Art and Design: Introduction to Illustration	x	x	x		x	x	x	x	x	x

Code (cont)	Unit title (cont)	CCSDES23 Create 2D designs using a computer aided design system.	SKSANIM6 Create Visual references	PROMPR34 Design and produce creative digital artwork for print	SKSMSP9 Printing Fabric	SKSPI13 Import Digital images and optimize for archiving and repurposing	SKSPUB16 Collate and manage images	CCSDES21 Articulate, present and debate ideas in a creative environment	CCSCR14 Prepare and maintain materials, tools and equipment	CCSCR9 Produce a drawing or sketch, working stage or rough sample, model or prototype of craft	SKSTEX 13 Maintain and improve your work
F5CL 12	Art and Design: Animation Project	x	x			x	x	x	x	x	x
FV2L 11	Art and Design: Development Drawing		x			x	x	x	x	x	x
F5BW 11	Art and Design: Sketchbook Development – Thematic Studies		x			x	x	x	x	x	x
EF9D 11	Art and Design: Introduction to Painting		x				x	x	x	x	x
D945 11	Colour: An Introduction					x	x		x		x
F5C7 12	Art and Design: Painting to a Theme		x			x	x	x	x	x	x

5.3 Mapping of Core Skills development opportunities across the qualification(s)

NPA Drawing Skills   Key: S = Signposted E = Embedded

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
H1T8 11	Drawing and Drawing Media	S (5)	S (5)	S (5)					S (5)	S (5)	S (5)	S (5)	S (5)
D947 11	Drawing Skills: Analytical Drawing								S (5)	S (5)	S (5)		
F9WF 12	Art and Design: Location Drawing – Local Environment	S (5)	S (5)	S (5)					S (5)	S (5)	S (5)		

NPA Art and Design

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
D17H 11	Design Studies: Introduction to Mixed Media												
F5BV 11	Art and Design: Printmaking	S (5)	S (5)	S (5)					S (5)	S (5)	S (5)		
F9VH 11	Art and Design: Intro to Illustration	S (5)	S (5)	S (5)					S (5)	S (5)	S (5)		

NPA Visual Communications

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F5BX 11	Art and Design: Software Skills						S (5)	S (5)	S (5)	S (5)	S (5)		
F9VJ 11	Art and Design: Introduction to Graphic Design	S (5)	S (5)	S (5)					S (5)	S (5)	S (5)		
D962 11	Two-Dimensional Design — The Design Process												

NPA Animation

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
F5C6 12	Art and Design: Animation Project	S (5)	S (5)	S (5)			S (5)	S (5)	S (6)	S (6)	S (6)		
FV2L 11	Art and design: Development Drawing						S (5)	S (5)	S (5)	S (5)	S (5)		
F5BW 11	Art and Design: Sketchbook Development: Thematic Studies								S (5)	S (5)	S (5)		

NPA Painting

Unit code	Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
		Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
EF7D 11	Art and Design: Introduction to Painting												
D945 11	Colour: An Introduction	S (5)	S (5)	S (5)			S (5)	S (5)	S (5)	S (5)	S (5)		
F5C7 12	Art and Design: Painting to a Theme	S (5)	S (5)	S (5)					S (5)	S (5)	S (5)		

5.4   Assessment Strategy for the qualification(s)

Methods of delivery and mandatory assessment requirements are detailed in the individual unit specifications and provide centres with valuable information which help with standardisation of the awards.

Delivery of the National Progression Awards is at the discretion of individual centres but where possible integration and holistic assessment could be utilised to support best practice in teaching, learning and assessment.

The use of photography to generate investigative research could be encouraged. Although not an assessment requirement — it can be utilised through sketchbook work and contribute to the development of the creative process and easily integrated into a wide range formative activities and projects.

Where possible the use of new and digital technologies could be encouraged. The use of drawing tablets, scanners, digital cameras and software packages will help to ensure learning is current and contribute to the organization and candidate's ability to engage with the global marketplace.

Due to the practical nature of the awards it is recommended that centres provide Health and Safety advice to candidates undertaking awards. It is essential that candidates understand the subject-specific Health and Safety guidance and observe safe and considerate working practices in line with professional practice throughout their studies.

Centres can choose the sequence of delivery for units in National Progression Awards. Care should be taken to ensure that learners have necessary underpinning skills before undertaking the award. Integrative and holistic approaches to assessment mean that formal assessment can take place at the end of each unit or at the end of the award. Centres may wish to devise checklists to ensure candidates are 'on track' to completion and can help to assist candidates to map progress throughout the life of the award.

6 Guidance on approaches to delivery and assessment

6.1 Sequencing/integration of units

Sequential delivery of units in the National Progression Awards can help to create opportunities for progressive and meaningful learning experiences and can contribute to the creation of coherent portfolios for assessment and progression to next level courses. However, opportunities for integration and project-based learning should also be considered in order to address best practice in teaching, learning and assessment.

Suggested sequence for delivery:

NPA Drawing Skills (level 5)

Detailed information relating to teaching, learning and assessment is available in the unit Specification document.

Evidence is required to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria. Evidence should be obtained under supervised conditions at appropriate points throughout the units. Evidence may be generated holistically or Outcome by Outcome.

Product evidence is required for all Outcomes.

Sequential delivery of units could help candidates to progressively build skill and understanding in drawing techniques as they progress from fundamental drawing techniques and mark-making, through the development of observational drawing skills to the application of key skills to progressively more complex subject matter and the local environment utilising personal expression and abstraction.

Opportunities for integrated teaching, learning and assessment, overarching brief and project-based approaches should be considered in order to provide learners with a holistic learning experience that reflects best practice and prepares learners for study on next level courses.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Drawing and Drawing Media (Level 5)	Produce Exploratory Studies:	Produce Outline Drawings:	Produce drawings of rectilinear objects:	Produce drawings of cylindrical and spherical objects:
Drawing Skills: Analytical Drawing (Level 5)	Analyse a subject and render it using a variety of media and styles:	Use sound constructive drawing techniques:	Represent different aspects of a subject in a variety of styles:	
Art and Design: Location Drawing – Local Environment (Level 6)	Produce drawings/studies of the local environment:	Produce expressive studies of the local environment:		

NPA Visual Communications (level 5)

Detailed information relating to teaching, learning and assessment is available in the unit Specification document.

Evidence is required to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria. Evidence should be obtained under supervised conditions at appropriate points throughout the units. Evidence may be generated holistically or Outcome by Outcome.

Product evidence is required for all Outcomes.

Integrated delivery of Software Skills with Design units could help to contextualise key technological skills and their applied use in a design context.

Opportunities for integrated teaching, learning and assessment, overarching brief and project-based approaches should be considered in order to provide learners with a holistic learning experience that reflects best practice and prepares learners for study on next level courses.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Art and Design: Software Skills (level 5)	Explore and experiment with design software packages:	Produce a folio of experimental design work in response to a given brief(s		
Art and Design: Introduction to Graphic Design (level 5)	Research a given graphic design brief:	Develop visual ideas and concepts in response to the graphic design brief:	Produce and present graphic design work:	
Two-Dimensional Design – The Design Process (level 5)	Produce references for a specified brief:	Explore a range of media and techniques for a specified brief:	Use reference material from Outcomes 1 and 2 to produce deigns which fulfil the requirements of a specified brief:	

NPA Art and Design (level 5)

Detailed information relating to teaching, learning and assessment is available in the unit Specification document.

Evidence is required to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria. Evidence should be obtained under supervised conditions at appropriate points throughout the units. Evidence may be generated holistically or Outcome by Outcome.

Product evidence is required for all Outcomes.

Integrated delivery of the NPA units could help to contextualise key skills and lessen the assessment burden as candidates explore and experiment with Printmaking and Mixed Media techniques and apply key skills to their applied use in an Illustration context.

Opportunities for integrated teaching, learning and assessment, overarching brief and project-based approaches should be considered in order to provide learners with a holistic learning experience that reflects best practice and prepares learners for study on next level courses.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Design Studies: Introduction to Mixed Media (level 5)	Investigate selected mixed media materials and tools:	Apply mark-making techniques:	Apply manipulation techniques:	Present design ideas in mixed media:
Art and Design: Printmaking (level 5)	Produce a range of experimental prints:	Produce and present finished prints:		
Art and Design: Intro to Illustration (level 5)	Research a given brief in illustration:	Develop initial ideas for Illustration in response to the brief:	Produce an Illustration for the brief:	

NPA Animation (level 5)

Detailed information relating to teaching, learning and assessment is available in the unit Specification document.

Evidence is required to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria. Evidence should be obtained under supervised conditions at appropriate points throughout the units. Evidence may be generated holistically or Outcome by Outcome.

Product evidence is required for all Outcomes.

Integrated delivery of the NPA units could help to contextualise key skills and lessen the assessment burden as candidate's research, develop and refine ideas and skills for Animation through the process of Development Drawing supported by and documented within the sketchbook (Sketchbook Development)

Opportunities for integrated teaching, learning and assessment, overarching brief and project-based approaches should be considered in order to provide learners with a holistic learning experience that reflects best practice and prepares learners for study on next level courses.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Art and Design: Development Drawing (level 5)	Produce a range of development drawings in response to a given task:	Produce drawings of a solution in response to a given task:		
Art and Design: Sketchbook Development: Thematic Studies (level 5)	Produce initial research for a given theme of study:	Produce development work from the selected source material:		
Art and Design: Animation Project (level 6)	Research an animation project to a given brief:	Develop a range of ideas and solutions in response to a given brief:	Produce a finished animation in response to a given brief:	

NPA Painting (level 5)

Detailed information relating to teaching, learning and assessment is available in the unit Specification document.

Evidence is required to demonstrate that candidates have achieved all of the Outcomes and Performance Criteria. Evidence should be obtained under supervised conditions at appropriate points throughout the units. Evidence may be generated holistically or Outcome by Outcome.

Product evidence is required for all Outcomes.

Integrated delivery of the NPA units Introduction to Painting and Introduction to Colour could help to contextualize key skills and lessen the assessment burden as candidate's research and develop key skills in painting and an understanding of colour proportions, harmonies and relationships. This learning could provide a sound basis for the sequential delivery of Painting to a Theme where candidates apply key skills to a painting assignment.

Opportunities for integrated teaching, learning and assessment, overarching brief and project-based approaches should be considered in order to provide learners with a holistic learning experience that reflects best practice and prepares learners for study on next level courses.

Unit	Assessment			
	Outcome 1	Outcome 2	Outcome 3	Outcome 4
Art and Design: Introduction to Painting (level 5)	Research a given brief in painting:	Investigate appropriate techniques and materials in painting:	Produce work in painting:	Formally present completed work in painting:
Colour: An Introduction (level 5)	Demonstrate understanding of precise colour terminology:	Demonstrate the effect of m mixing different colours in different proportions:	Demonstrate practical knowledge of colour harmonies and relationships:	Demonstrate observation of colour, and colour relationships in nature:
Art and Design: Painting to a Theme (level 6)	Research a given thematic painting assignment:	Develop visual ideas in response to the given thematic painting assignment:	Produce a painting in response to the given thematic painting assignment:	

6.2 Recognition of Prior Learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full Group Award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full Group Award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- ♦ HN Graded units
- ♦ Course and/or external assessments
- ♦ Other integrative assessment units (which may or not be graded)
- ♦ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
- ♦ Where there is an existing requirement for a licence to practice
- ♦ Where there are specific health and safety requirements
- ♦ Where there are regulatory, professional or other statutory requirements
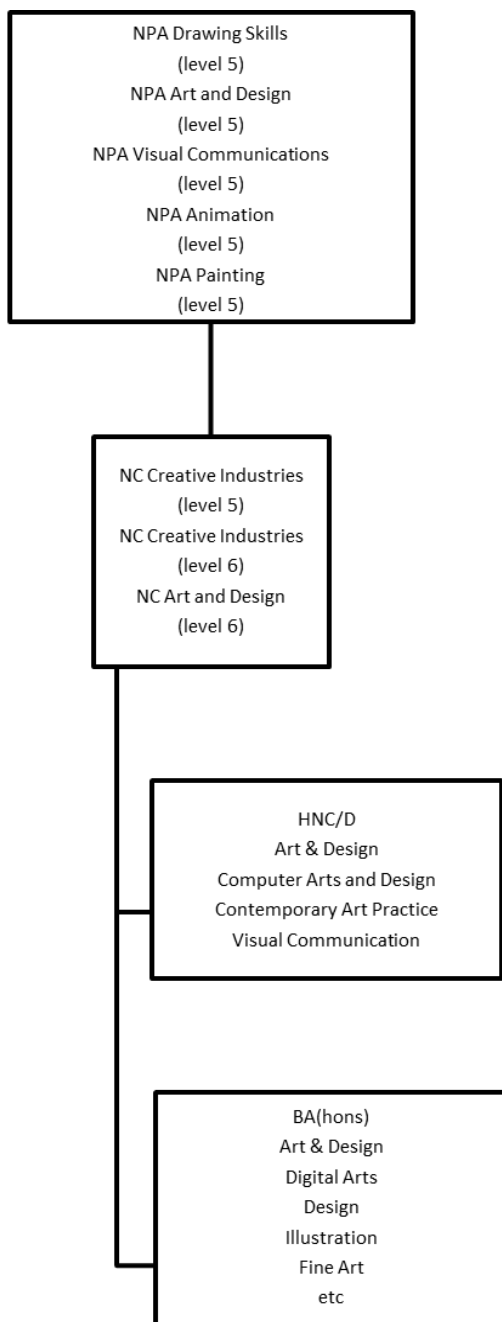- ♦ Where otherwise specified in an Assessment Strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website **www.sqa.org.uk**.

The following sub-sections outline how existing SQA unit(s) may contribute to this Group Award. Additionally, they also outline how this Group Award may be recognised for professional and articulation purposes.

6.2.1 Articulation and/or progression

Completion of the NPA's at SQCF level 5 may allow for progression to next level courses such as NC Art and Design (level 6) and subsequent courses of study in further and higher education such as HNC/D and degree level courses.

While the NPA's will support candidates with progression - entry to next level courses is at the discretion of the centre and may be subject to successful portfolio submission and interview.

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┌─────────────────────────────────┐
│        NPA Drawing Skills       │
│            (level 5)            │
│        NPA Art and Design       │
│            (level 5)            │
│     NPA Visual Communications   │
│            (level 5)            │
│          NPA Animation          │
│            (level 5)            │
│          NPA Painting           │
│            (level 5)            │
└─────────────────────────────────┘
                 │
        ┌─────────────────────┐
        │  NC Creative Industries  │
        │        (level 5)      │
        │  NC Creative Industries  │
        │        (level 6)      │
        │   NC Art and Design   │
        │        (level 6)      │
        └─────────────────────┘
             │
             │   ┌───────────────────────────┐
             │   │            HNC/D          │
             ├───│        Art & Design       │
             │   │  Computer Arts and Design │
             │   │  Contemporary Art Practice│
             │   │     Visual Communication  │
             │   └───────────────────────────┘
             │
             │   ┌───────────────────────────┐
             │   │          BA(hons)         │
             └───│        Art & Design       │
                 │         Digital Arts      │
                 │           Design          │
                 │         Illustration      │
                 │           Fine Art        │
                 │             etc           │
                 └───────────────────────────┘
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6.2.2 Professional recognition

NPA's can assist candidates in developing employability skills through the development of underpinning and specific skills but would not normally qualify the candidate for employment – this is more appropriate upon completion of courses at a higher level.

6.3 Opportunities for e-assessment

The delivery and assessment of National Progression Awards is at the discretion of the centre. The structure of the qualifications allows a high degree of flexibility in the delivery and e-assessment may be appropriate for some Outcomes within units. Opportunities for e-assessment are detailed in the individual unit specifications.

The subjects and nature of the National Progression Awards means that much of the learning undertaken is of a practical nature requiring experimentation with a wide range of materials and resources. This means that opportunities for e-assessment, out with a specialist environment may be limited. Consideration must be given to the authentication of candidate evidence if it is to be produced out with supervised conditions.

Opportunities to undertake peer reviews, group critiques and exhibitions may be restricted id the NPA is undertaken remotely.

Where digital work is being undertaken as part of a unit Outcome, e-submission could contribute to sustainability in minimising paper-based outputs.

Where e-assessment is undertaken, care should be given to ensure that all assessment and verification requirements are met in full.

6.4 Support materials

Assessment Support Packs (ASPs) reinforce the practical aspect of unit specs as well as providing a common standard across centres. They can be accessed on the SQA secure website (www.sqa.org.uk/sqasecure) and are available for the following unit(s):

- Art and Design: Development Drawing

6.5 Resource requirements

Resource requirements are detailed in the Support Notes of individual unit descriptors.

Undertaking NPAs in a well-resourced environment with access to appropriate materials, tools and technologies will enhance the delivery and help to provide candidates with a learning experience that is akin to and aligned with professional practice.

Opportunities to simulate the workplace environment will significantly improve the learning experience and best prepare candidates for study on next level courses and for employment.

7 General information for centres

Equality and inclusion

The unit specifications making up this Group Award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will 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**.

Internal and external verification

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (**www.sqa.org.uk/GuideToAssessment**).

8 Glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Finish date: The end of a Group Award's lapsing period is known as the finish date. After the finish date, the Group Award will no longer be live and the following applies:

♦ candidates may not be entered for the Group Award
♦ the Group Award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the Group Award. Their purpose is to add value to the Group Award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge. (**Note to writer:** delete if not applicable to product type)

Lapsing date: When a Group Award is entered into its lapsing period, the following will apply:

♦ the Group Award will be deleted from the relevant catalogue
♦ the Group Award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦ no new centres may be approved to offer the Group Award
♦ centres should only enter candidates whom they expect to complete the Group Award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA Group Award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National unit credit is equivalent to 6 SCQF credit points. One National unit credit at Advanced Higher and one Higher National unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National units will normally be at levels 6–9 and Graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National units which are available from SCQF levels 2–7.

Subject unit: Subject units contain vocational/subject content and are designed to test a specific set of knowledge and skills.

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

♦   No new centres may be approved to offer the unit which has been revised.
♦   Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9 General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

For each of the five National Progression Awards you will need to complete 3 units at SCQF level 5.

These awards has a strong practical focus which can help with the building of portfolios for applications to next level courses and can support you to acquire a progressive range of skills and abilities required for employment in the art and design sector.

Although ther are no formal entry requirements for this award it would be beneficial if you had some previous experience of Art and Design courses or units. You can discuss your situation with any centre offering this award or with your careers advisor or school contact who will be able to provide you with more information.

National Progression Award: Drawing Skills at level 5

The National Progression Award in Drawing Skills at level 5 will give you the opportunity to explore, develop and refine your creative drawing skills using a range of materials and techniques and utilising a wide range of subject matter from geometric shapes, through object drawing and drawing on location.

National Progression Award: Art and Design at level 5

The National Progression Award in Art and Design at level 5 will give you the opportunity to gain practical knowledge and understanding of printmaking skills and techniques, creatively investigate and apply mixed media and manipulation techniques and gain experience of researching, planning and developing ideas for a finished illustration.

National Progression Award: Visual Communications at level 5

The National Progression Award in Visual Communications at level 5 will give you the opportunity to investigate and experiment with traditional and digital media as part of the deign process. You will gain experience of developing and refining two dimensional graphic design work from initial ideas to finished product at the same time as developing your skills in digital software and hardware.

National Progression Award: Animation at level 5

The National Progression Award in Animation at level 5 will give you the opportunity to research, explore and develop animation skills using both traditional and digital techniques. You will develop a sketchbook of drawing and research that demonstrates your ideas and understanding of sequential imaging as well as producing a finished animation piece.

National Progression Award: Painting at level 5

The National Progression Award in Painting at level 5 will give you the opportunity to investigate, develop and refine your painting skills as well as acquiring a basic understanding of colour theory and its practical application using a range of subject matter and utilising a range of materials and techniques.