Arrangements for:

SQA Advanced Certificate in Art and Design

Group Award Code: GN0P 47

SQA Advanced Diploma in Art and Design

Group Award Code: GM8M 48

Publication date: August 2017
Version 5 (August 2024)

Published by the Scottish Qualifications Authority
The Optima Building, 58 Robertson Street, Glasgow, G2 8DQ
Lowden, 24 Wester Shawfair, Dalkeith, Midlothian, EH22 1FD

www.sqa.org.uk

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Acknowledgement

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

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. Centres are advised to check SQA Connect 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 students for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date
05	**Addition of Optional Unit:** J8ER 47 - Contemporary Art: Three Dimensional Practice to the optional section of framework.	01/08/24
04	**Addition of Optional Units:** J7MX 47 Contemporary Art Practice: Introduction to Digital Artform has been added to the optional section of the Advanced Certificate framework. J7MX 47 Contemporary Art Practice: Introduction to Digital Artform, and J6XP 47 Contemporary Art Practice: Conceptual Processes have been added to the optional section of the Advanced Diploma framework	25/04/24
03	**Addition of Optional Unit:** J6XP 47 Contemporary Art Practice: Conceptual Processes has been added to the optional section of the Advanced Certificate framework	06/12/22
02	**Additional Optional Units added:** J1MT 47 Glass Fusing Techniques, J1MV 47 Leaded Glass work, J1MW 47 Painting and Firing Stained Glass Panels, J1MX 47 Glass: Flameworking Techniques, J1MY 47 Glass: Sandblasting, J1N1 48 Art Glass: Warm Glass Casting, J1N2 47 Glass Slumping: An Introduction	14/02/2019

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1 Introduction

This is the Arrangements Document for the group awards in SQA Advanced Certificate in Art and Design and SQA Advanced Diploma in Art and Design. This document includes background information on the group award, its aims, details of the group award structure, and guidance on delivery.

The courses have been designed to provide candidates with a vibrant and challenging creative experience, which will draw on their existing skills and strengths, and assist with the development of their creative vision. The intention is to provide candidates with a sufficiently broad base of art and design skills, pertinent to either employment as a practising artist or designer, or alternatively, for successful articulation onto a diverse range of Higher Education Institute (HEI) degree programmes.

2 Rationale

The SQA Advanced Certificate and SQA Advanced Diploma in Art and Design are designed to equip candidates with the knowledge, understanding and skills required for success in current and future employment or for progression to further academic and/or professional qualifications.

3 Aims of the group awards

All SQA Advanced Certificates and SQA Advanced Diplomas have a range of broad aims that are generally applicable to all equivalent HE qualifications. Examples may include:

- developing knowledge and skills — planning, analysis and synthesising
- developing skills for employment and enhancing employment prospects
- enabling progression in the Scottish Credit and Qualifications Framework (SCQF)
- developing study and research skills
- developing options to permit an element of vocational specialisation
- preparing candidates for progression to further studies in specific subjects or related disciplines

The qualifications comprise a core framework of generic Art and Design-based units, which underpin the group award structures. Individual centres will supplement this common core with a selected range of optional studies. Candidates completing an SQA Advanced Diploma course also have the additional opportunity for individualised learning programmes tailored to their specific Art and Design skills, strengths and future needs. A substantial proportion of their studies will be self-directed, allowing for the development of critical thinking, planning and self-evaluation skills. During both years, candidates will have opportunities to develop all five core skills within their programme of study helping them to prepare more effectively for transition to employment or HEIs. In addition they will have opportunities to complete units in business, professional practice or new media areas within the group awards.

At the end of the course of study, candidates will have had opportunities to refine a broad range of Art and Design skills in two and/or three dimensional areas, demonstrating a thorough grounding in research, analysis and concept development using a range of media and techniques and processes including:

- observational/developmental drawing skills
- contextual studies in both contemporary and historical contexts
- investigative research — visual/written/oral
- professional presentation skills
- visual analysis, presentation and concept development
- 2-D/3-D media handling skills in a variety of contexts

Candidates will also be provided with opportunities to develop a range of additional transferable skills across the group award(s):

- communication — written/oral/visual
- critical thinking and problem solving
- time management/project planning
- team working skills
- numeracy
- information technology

The SQA Advanced Certificate units have been chosen to provide candidates with a coherent foundation of key skills and knowledge that will support their subject-specific content. The SQA Advanced Diploma will follow a similar structure. This is designed to give candidates the opportunity to gain advanced skills within an Art and Design specialism, which strongly enhances the candidate's prospects of successful progression into either employment or Higher Education, allowing for the sustained development of integrated multi-disciplinary approaches to the generation of practical folio work. Candidates will also be encouraged to evaluate, research, develop and contextualise their concepts and designs in response to their subject choice. By bringing a wide diversity of subject areas together within the optional unit content within one unifying framework for Art and Design, candidates and centres will have increased opportunities to design tailored curricula to meet a diversity of needs providing a coherent learning experience for an increasingly diverse group of learners.

Having experience of different subjects within the context of Art and Design allows candidates to make informed choices for later specialisation. However, if needed for articulation purposes, it will be possible for candidates to choose a variety of different subject areas within each group award rather than focusing on a dedicated specialism.

These underlying principles of the SQA Advanced Certificate/SQA Advanced Diploma group awards in Art and Design have been divided into general aims and subject-related (specific) aims.

3.1 General aims of the group awards

All SQA Advanced Certificate/SQA Advanced Diplomas have a range of broad aims that are generally applicable to all equivalent HE qualifications. The SQA Advanced Certificate and SQA Advanced Diploma in Art and Design share the following list of general aims:

1 To enable progression within the Scottish Credit and Qualifications Framework (SCQF)
2 To develop critical-thinking skills and evaluative processes
3 To develop problem solving and project and time-management skills
4 To develop communication skills and presentation techniques
5 To develop the ability to be flexible and to work co-operatively with others (citizenship and Curriculum for Excellence four capacities)
6 To develop personal effectiveness and professional practice through the development of IT and research skills
7 To provide opportunities for career planning and progression to employment or further study and providing opportunities for personal-development planning

3.2 Specific aims of the group awards

The subject-specific related aims of both the SQA Advanced Certificate and SQA Advanced Diploma are to:

8 develop an understanding of interdisciplinary connections between the various subject areas within Art and Design
9 develop a critical-thinking capacity and reflective evaluation processes within the visual arts
10 develop awareness of the cultural, sustainable and industrial contexts in which Art and Design functions
11 develop candidate's creative processes and visual language
12 refine and demonstrate applied knowledge of a broad range of Art and Design skills in 2-D and/or 3-D areas
13 develop a broad-based curricula that can facilitate vocational specialism taking account of relevant health and safety considerations

At SQA Advanced Diploma level the specific aims 8, 9, 10, 11 and 12 will be further consolidated and extended within the context of SCQF levelling of unit content.

3.3 Target groups

The Art and Design SQA Advanced Group Awards are suitable for a wide range of candidates including:

- school leavers
- adult returners to education
- candidates in employment
- self-employed individuals

3.4 Employment opportunities

SQA Advanced Certificates and SQA Advanced Diplomas are normally designed to meet the needs of industry and professional bodies by developing the knowledge and skills, which candidates need to gain entry into employment. The feedback and guidance gained from the market research in the employment sector has been of vital importance in the construction of the awards. As a result it is strongly recommended that candidates complete optional units including reflective practice and professional practice approaches. The diagram in Appendix 1 shows a proposed selection of units for a candidate undertaking an SQA Advanced Diploma in Art and Design, who intends to progress into employment on completing the award.

Market research confirmed that candidates who gained these SQA Advanced Certificate/SQA Advanced Diploma qualifications would have employment opportunities in the following areas:

- practising artists/designers
- applied artists/designers
- artists materials suppliers
- illustrators
- community artists/community arts organisers
- ceramicists
- fashion/textile designers
- artist printmakers
- gallery proprietors/curators
- art workers — healthcare

3.5 Higher Education

Articulation arrangements exist between a number of Scottish, UK and international universities where SQA Advanced Certificates and Diplomas will be accepted as advanced entry to either the second or third year of a related degree programme. Depending on the specific degree programme, certain units may be required as part of the SQA Advanced Certificate/Diploma. The optional section of the framework is sufficiently broad to ensure that centres are able to comply with reasonable articulation requests. A high proportion of our candidates have articulated to degree programmes and successfully completed them.

3.6 Professional bodies

SQA Advanced Certificates and Diplomas are recognised by many professional bodies. Candidates achieving an SQA Advanced Certificate/Diploma may meet the professional body entry requirements. Candidates may also gain partial and full exemptions to professional body exams.

4 Access to group awards

4.1 General access requirements

SQA Advanced Certificate/SQA Advanced Diploma in Art and Design courses increasingly attract a wide range of diverse applicants from different backgrounds and with a rich variety of experiences. As with all SQA qualifications, access to the awards will be at the discretion of the centre but, given the demands of the courses, it is advisable that candidates demonstrate competence in Art and Design-related areas. It is suggested that this could be evidenced by possession of one or more of the following qualifications:

- SQA National Units and courses in relevant areas at Higher or Advanced Higher level
- SQA Scottish Group Award (SGA) in Art and Design at National 5 level, with additional appropriate Highers
- SQA SGA in Art and Design at Higher level
- SQA SGA at Advanced Higher level or other relevant awards
- National 5 level qualifications in Art and Design-related subjects and other relevant awards at National 5 level.

4.2 Formal qualifications

Some examples of appropriate formal entry qualifications are specified below. They are not exhaustive or mutually exclusive and may be offered in a variety of combinations.

(a) Secondary Education

- SQA National Units and courses in appropriate subjects at Higher level
- GSVQ (level 3) Art and Design or other appropriate awards
- SGA in Art and Design at National 5 level, with additional appropriate Higher level qualifications
- SGA in Art and Design at Higher level
- SGAs at Advanced Higher level with appropriate subjects
- specialisms appropriate to the SQA Advanced Certificate/Diploma Art and Design evidenced by appropriate qualifications

(b) Further Education

- SQA National Units and courses in relevant subjects at Higher level
- GSVQ (level 3) Art and Design or other appropriate awards
- SGA in Art and Design at National 5 level, with additional appropriate Higher level qualifications
- SGA in Art and Design at Higher level
- SGA at Advanced Higher level with appropriate subjects
- GCE ‘A’ levels in appropriate subjects
- specialisms appropriate to SQA Advanced Certificate/Diploma in Art and Design evidenced by additional qualifications (City & Guilds, Becta etc)

4.3 Entry to Year 2 of the SQA Advanced Diploma

In order to achieve the SQA Advanced Diploma in Art and Design, candidates must achieve 30 credits. While ideally the full-time student should be encouraged to achieve 15 credits in each year, wider access should be provided to cater for the needs of those, for example, who have achieved the SQA Advanced Certificate at day release or evening classes or in other colleges.

Candidates would therefore be expected to have a minimum of 12 credits on entry to year 2 and these would include the SQA Advanced Certificate mandatory units. Candidates with qualifications of an equivalent nature should be given opportunities in APL (Accreditation of Prior Learning) or Accelerated Assessment to enter year 2 of the SQA Advanced Diploma.

4.4 Work experience

Mature candidates with suitable work experience will be accepted for entry provided the enrolling centre believes the candidate is likely to benefit from undertaking the award.

4.5 English as an additional language

For candidates where English is not their first language it is recommended that they possess English for Speakers of other Languages (ESOL) SCQF level 5 or a score of 5.5 in IELTS.

4.6 Core Skills

Candidates who plan to enter the SQA Advanced Certificate/SQA Advanced Diploma in Art and Design will usually have the recommended Core Skills entry level profiles of:

	SQA Advanced Certificate	**SQA Advanced Diploma**
Communication	SCQF 5	SCQF 6
Numeracy	SCQF 4	SCQF 5
Information Technology	SCQF 5	SCQF 5
Problem Solving	SCQF 5	SCQF 6
Working with Others	SCQF 5	SCQF 5

4.7 Alternative access arrangements

Art and Design courses traditionally offer opportunities to applicants who may not have formal qualifications and who may have experienced social exclusion. Given the importance of equal opportunities legislation and to widening access initiatives, centres should support fully the tradition of social inclusion and continue to provide opportunities for applicants from non-traditional entry routes and non-traditional programmes. In such cases, centres should take into account experience, life skills and candidates existing art and design skills giving due consideration to their future development potential.

Formal academic achievements will not, in themselves, represent adequate entry criteria. A more accurate prediction of candidate attainment may be achieved through the detailed appraisal of skills and prior experiential learning, supplemented with career and course guidance. This would normally be demonstrated in the formal interview.

5 Group awards structure

Both group awards adhere to the design principles given below.

5.1 SQA Design Principles for SQA Advanced Certificates and SQA Advanced Diplomas

SCQF level and credit points

- SQA Advanced Certificates shall be designed to be at SCQF level 7 and shall comprise 96 SCQF credit points
- SQA Advanced Diplomas shall be designed to be at SCQF level 8 and shall comprise 240 SCQF credit points
- SQA Advanced Certificates should incorporate at least 48 SCQF credit points at SCQF level 7
- SQA Advanced Diplomas should incorporate at least 64 SCQF credit points at SCQF level 8

Core Skills

- SQA Advanced Certificate and SQA Advanced Diploma programmes shall incorporate opportunities for candidates to develop Core Skills
- SQA Advanced Certificates and SQA Advanced Diplomas should clearly include opportunities for candidates to develop Core Skills to levels required by the occupations or progression pathways the SQA Advanced Qualifications support. This would mean that all five Core Skills should be developed in every SQA Advanced programme.

Mandatory section

- SQA Advanced Certificates should include a mandatory section of at least 48 SCQF credit points including a graded unit.
- SQA Advanced Diplomas should include a mandatory section of at least 96 SCQF credit points, including graded units.

Graded units

- SQA Advanced Certificates should include one group award graded unit of 8 SCQF credit points at SCQF level 7.
- SQA Advanced Diplomas should include one group award graded unit of 8 SCQF credit points at SCQF level 7, plus 16 SCQF credit points of graded unit(s) at SCQF level 8.

The purposes of graded units are to assess the candidate's ability to retain and integrate the knowledge and/or skills gained in the units to assess that they have met the principal aims of the group award, and to grade candidate achievement.

The Scottish Credit and Qualifications Framework (SCQF)

Due cognisance has been taken of the requirements of the Scottish Credit and Qualifications Framework (SCQF) in the design of these awards. This means that the SQA Advanced Certificate award will be broadly equivalent to the first year of a Scottish degree, while the SQA Advanced Diploma award will be broadly equivalent to the first and second years of a Scottish degree.

The units define the awards as Art and Design disciplines and they are intended to provide a foundation on which specialisms can be built.

5.1.1 SQA Advanced Certificate Framework — 12 credits needed

Mandatory units — 7 credits needed

Unit title	Unit code	SCQF credit points	SCQF level	SQA credit value
Observational Drawing	HT40 47	8	7	1
Developmental Drawing	HT3X 47	8	7	1
Art and Design: Creative Process	HT3V 47	8	7	1
Art and Design Project	HT6J 48	8	8	1
Art and Design Context	HT6E 48	8	8	1
Portfolio Production	HT41 47	8	7	1
Art and Design: Graded Unit 1	HT69 47	8	7	1

Candidates must follow a standardised route of study with all candidates completing the mandatory units along with an additional five optional credits to complete the SQA Advanced Certificate.

Optional units — 5 credits needed

Unit title	Unit code	SCQF credit points	SCQF level	SQA credit value
Digital Imaging	HT5G 47	8	7	1
Personal Development Planning	HP6M 47	8	7	1
Workplace Communication in English	HR1C 46	8	6	1
Communication: Practical Skills	HP4A 47	8	7	1
Art and Design: Cultural Identity	HT49 47	8	7	1
Life Drawing	HT3Y 47	8	7	1
Life Painting: Introduction	HT55 47	8	7	1
Painting: Exploratory Techniques	HT53 48	8	8	1
Printmaking and Producing Prints	HT3W 47	8	7	1
Photography: An Introduction	HT42 47	8	7	1
Public Art: Introduction	HT56 47	8	7	1
Community Arts: Visual Arts	HT4X 47	8	7	1
Art and Design: Digital Media Introduction	HT66 47	8	7	1
Illustration Techniques	HT63 47	8	7	1
Graphic Design Techniques	HT50 47	8	7	1
Jewellery Design and Production	HT51 47	8	7	1
Art and Design: Textiles	HT4M 47	8	7	1
Art and Design: Fashion/Performance Costume	HT68 47	8	7	1
Ceramics: Hand Built	HT59 47	8	7	1
Mixed Media Techniques	HT4L 47	8	7	1
Experimental Glass: Design and Production	HT67 47	8	7	1
Creative Arts Project: Development	HT6H 47	16	7	2
Creative Arts Project: Production	HT6G 47	16	7	2

Unit title	Unit code	SCQF credit points	SCQF level	SQA credit value
Design Semantics	HT44 47	8	7	1
Sculpture: An Introduction	HT6D 47	8	7	1
Glass Fusing Techniques	J1MT 47	8	7	1
Leaded Glass work	J1MV 47	8	7	1
Painting and Firing Stained Glass Panels	J1MW 47	16	7	2
Glass: Flameworking Techniques	J1MX 47	8	7	1
Glass: Sandblasting	J1MY 47	8	7	1
Art Glass: Warm Glass Casting	J1N1 48	16	8	2
Glass Slumping: An Introduction	J1N2 47	8	7	1
Contemporary Art Practice: Conceptual Processes	J6XP 47*	8	7	1
Contemporary Art Practice: Introduction to Digital Artform	J7MX 47*	8	7	1
Contemporary Art: Three Dimensional Practice	J8ER 47*	16	7	2
Work Role Effectiveness (Optional): up to 3 credits needed				
Work Role Effectiveness (2003)	HR0M 47	24	7	3
Work Role Effectiveness (2005)	HR0P 48	24	8	3

***Refer to 'History of Change' section**

5.1.2 SQA Advanced Diploma Framework — 30 credits needed

SQA Advanced Diploma mandatory units — 16 credits needed

Unit title	Unit code	SCQF credit points	SCQF level	SQA credit value
Observational Drawing	HT40 47	8	7	1
Developmental Drawing	HT3X 47	8	7	1
Art and Design: Creative Process	HT3V 47	8	7	1
Art and Design Project	HT6J 48	8	8	1
Art and Design Context	HT6E 48	8	8	1
Portfolio Production	HT41 47	8	7	1
Art and Design: Graded Unit 1	HT69 47	8	7	1
Developmental Drawing Portfolio	HT4C 48	8	8	1
Creative Project for Artists and Designers	HT6K 48	8	8	1
Art and Design Advanced Project	HT4K 48	16	8	2
Art and Design Context: Personal Investigation	HT4G 48	8	8	1
Art and Design: Presentation	HT4R 48	16	8	2
Art and Design: Graded Unit 2	HT6A 48	16	8	2

Candidates must follow a standardised route of study with all candidates completing the mandatory units along with an additional fourteen optional credits.

Optional units — 14 credits needed

Unit title	Unit code	SCQF credit points	SCQF level	SQA credit value
Digital Imaging	HT5G 47	8	7	1
Personal Development Planning	HP6M 47	8	7	1
Workplace Communication in English	HR1C 46	8	6	1
Communication: Practical Skills	HP4A 47	8	7	1
Art and Design: Cultural Identity	HT49 47	8	7	1
Life Drawing	HT3Y 47	8	7	1
Life Painting: Introduction	HT55 47	8	7	1
Painting: Exploratory Techniques	HT53 48	8	8	1
Printmaking and Producing Print	HT3W 47	8	7	1
Photography: An Introduction	HT42 47	8	7	1
Public Art: Introduction	HT56 47	8	7	1
Sculpture: An Introduction	HT6D 47	8	7	1
Community Arts: Visual Arts	HT4X 47	8	7	1
Art and Design: Digital Media Introduction	HT66 47	8	7	1
Illustration Techniques	HT63 47	8	7	1
Graphic Design Techniques	HT50 47	8	7	1
Jewellery Design and Production	HT51 47	8	7	1
Art and Design: Textiles	HT4M 47	8	7	1
Art and Design: Fashion/Performance Costume	HT68 47	8	7	1
Ceramics: Hand Built	HT59 47	8	7	1
Mixed Media Techniques	HT4L 47	8	7	1
Experimental Glass: Design and Production	HT67 47	8	7	1
Philosophical Aesthetics: An Introduction	HT4J 48	8	8	1
Art and Design: Freelance Working Skills	HT4P 48	8	8	1
Personal Development Planning	HT3R 49	24	9	3
Developing the Individual Within a Team	HP3C 48	8	8	1
Developing Reflective Practice in the Visual Arts	HT4V 48	8	8	1
Life Drawing Portfolio	HT4E 48	8	8	1
Life Painting Portfolio	HT65 48	8	8	1
Painting Project	HT57 48	16	8	2
Observational Drawing Portfolio	HT4D 48	8	8	1
Printmaking in Multiple Layers	HT4F 48	8	8	1
Photography: Environment	HT46 48	8	8	1
Mixed Media Development	HT6F 48	16	8	2
Art and Design: Digital Media Project	HT64 48	16	8	2
Illustration Techniques Project	HT4W 48	8	8	1
Graphic Design Techniques: Advanced	HT62 48	8	8	1
Jewellery Project	HT52 48	8	8	1

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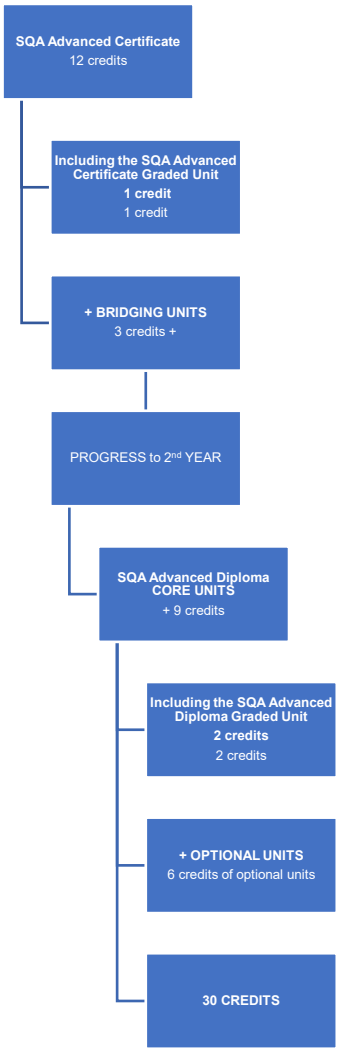
Unit title	Unit code	SCQF credit points	SCQF level	SQA credit value
Art and Design Project: Textiles	HT4T 48	16	8	2
Art and Design Project: Fashion/Performance Costume	HT58 48	8	8	1
Ceramics: Project	HT5A 48	8	8	1
Public Arts: Project	HT54 48	8	8	1
Community Arts: Visual Arts Workshop	HT4Y 48	8	8	1
Glass Project	HT5D 48	8	8	1
Sculpture Development	HT4H 48	16	8	2
Contemporary Art Practice: Conceptual Development	HT6C 48	16	8	2
Business Awareness and Continuing Professional Development	HP3H 48	8	8	1
Creative Arts Project: Development	HT6H 47	16	7	2
Creative Arts Project: Production	HT6G 47	16	7	2
Design Semantics	HT44 47	8	7	1
Product Design: Illustration	HT43 47	8	7	1
Drawing for 3D Design	HT48 47	8	7	1
Model Making: Creative	HT45 47	16	7	2
Printed Textiles: An Introduction	HX2F 47	16	7	2
Single Colour Offset Litho Printing	HX2G 47	8	7	1
Printmaking Development	HX2H 48	16	8	2
Contemporary Art Practice: Introduction to Digital Artform	J7MX 47*	8	7	1
Contemporary Art Practice: Conceptual Processes	J6XP 47*	8	7	1
Contemporary Art: Three Dimensional Practice	J8ER 47*	16	7	2
Work Role Effectiveness (Optional): up to 3 credits needed				
Work Role Effectiveness (2003)	HR0M 47	24	7	3
Work Role Effectiveness (2003)	HR0P 48	24	8	3

SQA Advanced Certificate and Diploma

Structure of the SQA Advanced Diploma Award



5.1.3 Graded units

All SQA Advanced Certificates and SQA Advanced Diplomas include group award graded units. These are the means of ensuring that candidates have achieved the principal aims of an SQA Advanced Certificate or SQA Advanced Diploma as defined in the course rationale. They do this by assessing the integration of knowledge and skills developed across the identified units in the framework. In practice many of these are contained in the mandatory section of the group award structure.

The group award graded units have had a positive impact on the design and assessment of SQA Advanced Certificates and SQA Advanced Diplomas, because they provide:

- differentiation of candidate achievement in meeting the principal aim(s) of the group award
- greater consistency of national standards of assessment in and across SQA Advanced Certificates and SQA Advanced Diplomas
- smoother progression from National Qualifications to SQA Advanced Qualifications, and improved support for articulation from SQA Advanced Qualifications to university degree programmes

The purposes of group award graded units are to:

- assess the candidate's ability to retain, integrate and reapply knowledge and/or skills gained in the identified underpinning mandatory units
- grade candidate achievement in the graded unit — A, B or C
- assess whether candidates have met the principal aims of the group award

Types of graded unit

Candidates will complete one single credit graded unit at SCQF level 7 in an SQA Advanced Certificate (8 SCQF credit points) and an additional 2 credits of graded unit(s) at SCQF level 8 at SQA Advanced Diploma level (16 SCQF credit points).

Both graded units are project-based graded units as they allow candidates to demonstrate their achievement of the principal aims of the group award(s) in a manner which is appropriate for the discipline. The choice of practical assignments involves candidates in the development of a range of valuable transferable skills, with candidates involved in planning, carrying out and evaluating the activity.

At SQA Advanced Diploma level the graded unit is a double credit unit allowing for more sustained study and personal research and investigation. At both levels candidates will complete the project independently, with tutors supervising and authenticating the evidence produced.

5.1.4 Core Skills development

Core Skills are not formally assessed in the SQA Advanced Certificate/SQA Advanced Diploma awards. It should be noted that although there is no mandatory entry and exit levels the recommended core skills profiles would be:

Core Skill	Recommended Entry Level SQA Advanced Certificate	Recommended Exit Level SQA Advanced Certificate	Recommended Entry Level SQA Advanced Diploma	Recommended Exit Level SQA Advanced Diploma
Communication	SCQF level 5	SCQF level 6	SCQF level 6	SCQF level 6
IT	SCQF level 5	SCQF level 5	SCQF level 5	SCQF level 6
Numeracy	SCQF level 4	SCQF level 5	SCQF level 5	SCQF level 5
Problem Solving	SCQF level 5	SCQF level 6	SCQF level 6	SCQF level 6
Working with Others	SCQF level 5	SCQF level 5	SCQF level 5	SCQF level 6

Further information on the development of core skills is given in Appendix 2.

5.2 Mapping information

Appendix 3 shows how the aims of the award(s) are met by the individual units.

Note: Aims 1, 12 and 13 are met by the whole group award rather than through specific units.

6 Approaches to delivery and assessment

The study of Art and Design context allows candidates to consider and reflect on the historical, contemporary and cultural issues and contexts which impact on art practice. Active learning in the form of project-based enquiries has always been a feature of the higher education Art and Design curriculum. This project-based approach provides candidates with the opportunity and capacity for engaging in independent and group projects where they can refine their abilities to identify and redefine problems, raising and addressing any issues identified in this process. In many instances the outcomes of Art and Design practice combine elements of both the conceptual and the practical. In being mindful of their intended audience, candidates are involved in consideration of aesthetic and functional considerations when communicating proposals and solutions using visual presentation methods. Wider communication processes are also developed in both written and verbal form as a direct result of the ongoing interaction with their peers and tutors in both formal and informal contexts. In this way this important core skill allows for the articulation and synthesis of candidates' knowledge and understanding, in the summative process of reports and essays supported by formative development opportunities developed within the teaching and learning context of classroom delivery.

6.1 Sequence of delivery

Appendix 5 provides centres with some possible examples of frameworks targeting 2-D or 3-D skills development and gives guidance on the sequencing and delivery of units.

The SQA Advanced Certificate in Art and Design forms the first part of the SQA Advanced Diploma award. It would be feasible to devise the first year of the SQA Advanced Diploma programme (the SQA Advanced Certificate) in such a manner so as to give candidates a mix of two and three dimensional skills allowing candidates the opportunity and time to fully consider the direction they would like to progress at SQA Advanced Diploma level. This would be at the discretion of the centre delivering the award to decide the selection of units that could be realistically offered to candidates.

The emphasis on Personal Development Planning is highly supported by Higher Education and employers as it encourages candidates to take responsibility for their own learning and development. The inclusion of three optional units within the framework is designed to give candidates the opportunity to develop both personal qualities and general skills in conjunction with the main subject specialism that will develop citizenship and life-long learning. The process of *Personal Development Planning* will enable candidates to better identify their own skills, abilities and development needs while reviewing them in the context of their own personal educational and career aims. This in turn may be of benefit in supporting the development of autonomous learners, a key feature of the graded unit rationale. The development of critical thinking and realistic goal setting and monitoring will prove beneficial in helping support the necessary project management competencies and transferable skills for successful completion of the graded unit projects and in future transitions to employment or HEI.

6.2 Re-assessment

The design principles encourage and support holistic approaches to assessment. The way that a centre re-assesses candidates is integral to the way that they manage the assessment process and will be subject to internal verification within each centre. Depending on the assessment approach used it may not always be possible to re-assess only those parts of the performance in which candidates have not satisfactorily demonstrated competence. Scenarios where this would be the case include:

- Assessments which test knowledge and other cognitive skills and where it may not be possible to extract some of the items for re-assessment
- Where parts of several outcomes are involved
- Where integrated assessment tasks are used to create a single complex task

6.2.1 Eligibility for re-assessment

Candidates who have not demonstrated the necessary competences may be re-assessed using an alternative assessment. Assessment writers should refer to the Unit specification for guidance on the evidence requirements, ensuring all assessment conditions are clearly followed. The re-assessment should be of comparable difficulty to the original assessment instrument used by the centre.

6.3 Management of graded units

It is important that the course team carefully considers the role of graded unit tutor, and many awards are opting for a team approach to delivery where practicable. The graded unit tutor's role is to monitor and support the candidates as they complete the graded unit project. A self-directed and autonomous activity, the tutor will be asked to ensure that candidate's work is authenticated and they will be involved in ongoing tutorial sessions with candidates throughout delivery. Due to the potential wide range of skills and project topics, graded unit tutors will ideally have a varied and broad discipline base in addition to being experienced in assessment. For this reason it is likely that they will be an experienced team member and may also be involved in delivering some of the underpinning unit content.

To support the effective integration and linkage of unit content across the group award, a full team approach is recommended highlighting interconnectivity of content across the units in the wider framework. All identified units listed in the graded unit specification should be delivered in the early part of the academic session allowing for completion before starting the graded unit project in the second half of the academic session.

6.3.1 Re-assessment of graded units

If a candidate fails a project overall or wishes to upgrade, then the re-assessment of the project-based graded unit must be made using a substantially different project. In this case the candidate's grade will be based on the achievement in the re-assessment, if this results in a higher grade.

Remediation can take place at any stage throughout the project and it is recommended that candidates should not progress from one stage to the next without having met the minimum evidence requirements of the previous stage.

6.4 Modes of delivery

Candidates have traditionally been taken onto courses on either a part-time or full-time basis, with some course content being suitable for open or distance learning.

The SQA Advanced Certificate/SQA Advanced Diploma will continue to provide opportunities for part-time candidates and contribute to the life-long learning and social inclusion agendas. Examples of part-time provision include:

1 individualised student-centred study programmes, with candidates building up credits over a number of years and working towards the group award. Usually 'in-fill' into full-time classes either on a day or evening-class basis.

2 discrete part-time course run over two years for SQA Advanced Certificate or 3-4 years for SQA Advanced Diploma.

3 the part-time opportunities described in 1 and 2 above can be offered in colleges or on an outreach basis, (eg community centres).

It is expected that future opportunities will include greater opportunities for open and/or online learning to meet the Scottish Executive's wider access targets for participation in education. This, combined with the increased use of internet-based technologies, will lead to the increasing development of fluid and flexible delivery modes where applicable to unit content. Part-time candidates could progress to university study either on a full-time or part-time basis although entry is at the discretion of the receiving institutions.

6.5 Development of Core Skills

The award structures offer signposted opportunities for Core Skills development contextualised and delivered within subject content in both the mandatory and optional units. Candidates still have the ability to collate evidence of Core Skills development across the full group award should they want to gain later Core Skills certification, and centres could include a Communication Unit in the programme of study.

Research indicated that both employers and HE institutions consider that the Core Skills critical for success in Art and Design are those which focus on the development of creative vision, the ability to interpret briefs and meet deadlines, adaptability, critical thinking and problem solving. It is these capacities, together with an associated range of professional qualities and related 'soft' skills which market research highlighted as enabling and enhancing the SQA Advanced Certificate/SQA Advanced Diploma graduate's skills in communicating with others.

Analytical thinking, complex problem solving in both familiar and unfamiliar contexts and ongoing reflective evaluation are integral aspects of all practical design activities. Although there are ample opportunities within the award(s) to develop key competencies, which meet the current needs of industry, the numerical competencies that underpin work in the Art and Design are not readily reflected in the SQA Core Skills framework for Numeracy. This is because Numeracy includes two elements: Using Number and Using Graphical Information. The existing Core Skills framework is quite prescriptive emphasising mathematical and scientific applications. In Art and Design, and related creative disciplines there is a need for broader concepts of Numeracy to be developed which relate to specific disciplines and subjects. These include an in-depth understanding and practical applied demonstration of scale and perspective (interior design applications, location drawings etc), calculations in relation to balance, symmetry (3-D sculptural and site-specific applications).

The Qualifications Design Team (QDT) has produced a guide in Appendix 2, which focuses on signposted areas within the mandatory section of the award that offer specific opportunities for skills development. Further enhancement of skills will occur in the context of the wide range of optional units, which will be selected to meet individual vocational and personal needs. All practical teaching and learning activities of the course provide a context for developing all Core Skills to a significant level. The graded unit integrates and applies knowledge and skills developed during the award, and provides further opportunities for candidates to demonstrate transferable skills and a high level of achievement in a practical assignment. Core Skills in the main are not formally assessed or certificated in the SQA Advanced Certificate/SQA Advanced Diploma awards, however a candidate completing these awards will have developed verbal, written and visual communication to a high level. Similarly interaction in a variety of situations will develop social skills such as working with others and the problem solving, and through the use of technology and computers skills in ICT will be developed. Competences in these areas are crucial for success.

For example, on completion of the Art and Design Group Award, candidates will have developed art and design concepts and created and presented final art and design solutions individually and/or in groups, often engaging in oral and visual presentation of work to peers and/or tutors. Candidates will have determined strategies for art and design solutions and will have planned and managed creative projects, demonstrating project management, time management and reflective evaluation skills. Candidates will also have written essays and reports, taken part in group discussions and used technology to record, research and present work.

Staff will have to be aware of which Core Skills are being developed in which units, and how they can effectively maintain a high profile of Core Skills development. This means that teaching and learning approaches are an important aspect of raising awareness of and in the development of signposted Core Skills. Regular course team meetings should be used to raise staff awareness of the importance of Core Skills development. If signposting and how it is done is a regular agenda item, staff can raise concerns about the best ways to do this effectively and efficiently and share good practice. This is particularly important where servicing staff are concerned. They should be encouraged to attend course team meetings, in order that there is a common approach to Core Skills development within the course.

6.6 Guidance documents

SQA has produced a range of guidance documents to support the implementation of the awards, including valuable guidance for delivery of the graded units and for core skills development.

In addition, assessment exemplars have been produced for some of the mandatory and optional units in the group awards. A list of the exemplars available can be accessed by tutors on the Art and Design subject page on SQA's website. The assessment exemplars can be downloaded from the secure section of SQA's website.

The assessment exemplars can be used for summative assessment purposes and can be re-used in centres provided their security and integrity is assured.

All instruments of assessment used within this group award should be internally verified including any SQA exemplar material provided using the appropriate policy within the centre and the guidelines set by SQA. This will ensure the validity and reliability of the instruments of assessment used within the centre.

Individual unit specifications may make reference to e-learning and e-assessment opportunities. If using this approach centre staff are encouraged to refer to SQA's latest guidance on e-assessment.

Centre staff are strongly encouraged to refer to these documents as part of their continuing professional development.

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 group award(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)**.

8 General information for candidates

The SQA Advanced Certificate and SQA Advanced Diploma group awards in Art and Design have been devised as national awards that will be delivered in Further Education Colleges across Scotland. The awards have been designed to provide a broad base of related art and design-based skills necessary for transition to employment or future study. The SQA Advanced Certificate/SQA Advanced Diplomas have a strong emphasis on visual literacy and will involve you in critical and contextual studies. The assessment process will include a mix of product and process based activities, with strong involvement in practical activities and project work.

Core Skills opportunities have been signposted across the group awards giving you the opportunity to achieve a high level of competence in the areas of Communication and Problem Solving. Information Technology (IT), Numeracy, and Working with Others will also be developed within the group awards with the Core Skills content being contextualised within the subject content of the discipline. Maintaining a high level of Core Skills is essential within the awards in order to ensure that you are fully prepared, academically, to progress into Higher Education or to find employment, and so the new structures will provide strong pathways of progression for those who wish to access Higher Education.

The breadth of subject provision across the group awards has the potential to equip you with a wide and diverse skills set. The attainment of the requisite standards for unit passes will demand the use of a range of study techniques as well as the development of personal skills and attitudes which will be of value in life and work.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a way of speaking about qualifications and how they inter-relate. We use SCQF terminology 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: One SQA Advanced credit is equivalent to 8 SCQF credit points. This applies to all SQA Advanced Units, irrespective of their level.

SCQF levels: The SCQF covers 12 levels of learning. SQA Advanced units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

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

Graded unit: graded units assess candidates' 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 candidates to retain and adapt their skills and knowledge.

Dedicated Unit to cover Core Skills: This is a non-subject unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie beyond automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the SQA Advanced Certificate/SQA Advanced Diploma from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised SQA Advanced Certificates and SQA Advanced Diplomas are those developments or revisions undertaken by a group of centres in partnership with SQA.

Specialist single centre and specialist collaborative devised SQA Advanced Certificates and SQA Advanced Diplomas are those developments or revisions led by a single centre or small group of centres who provide knowledge and skills in a specialist area. Like consortium-devised SQA Advanced Certificates and SQA Advanced Diplomas, these developments or revisions will also be supported by SQA.

10 Appendices

Appendix 1: Progression to employment

Appendix 2: Core Skills development

Appendix 3: Mapping of general and specific aims to the group awards structures

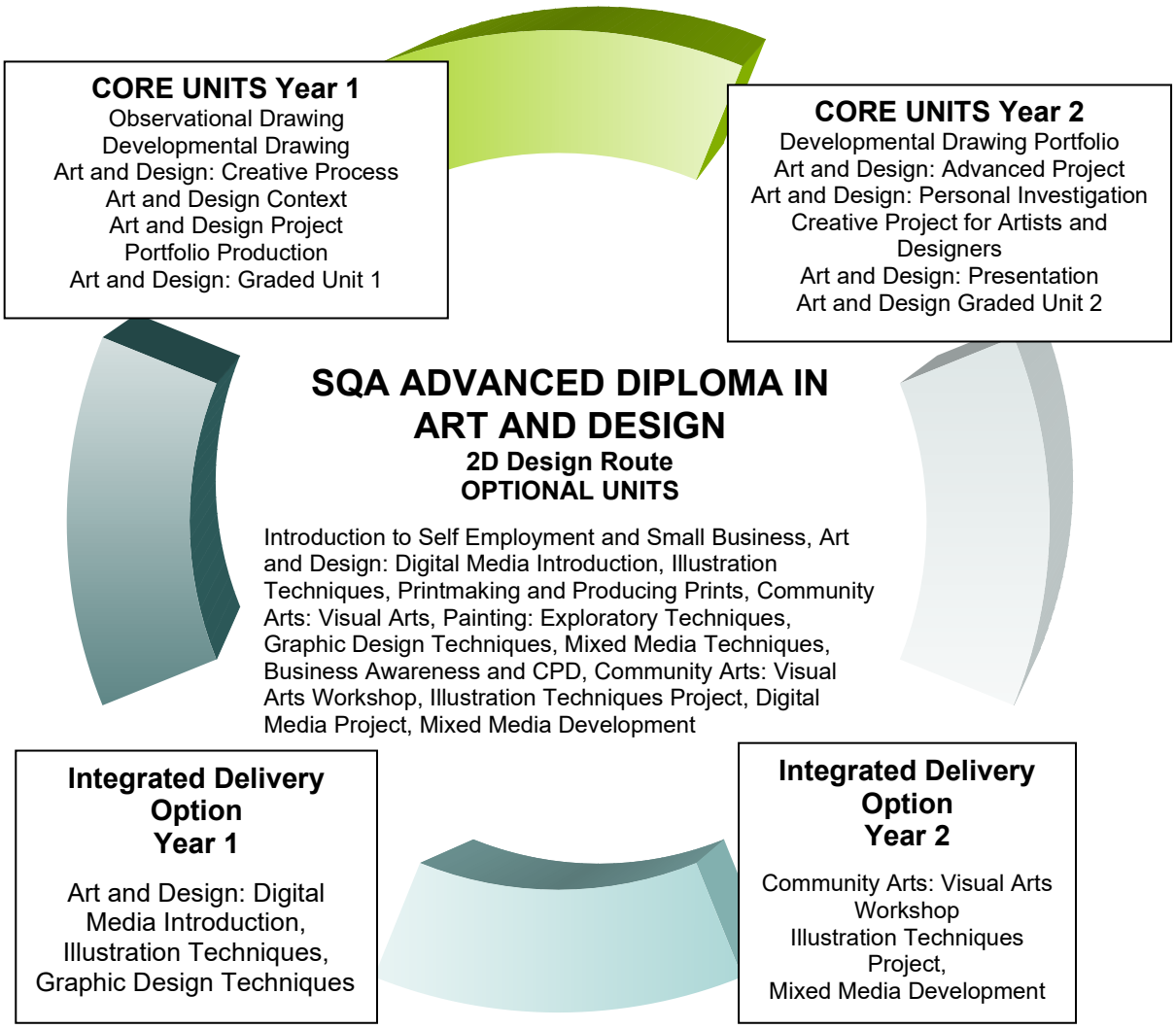
Appendix 4: Progression to Higher Education

Appendix 5: Delivery options

See following pages for appendices.

Appendix 1: Progression to employment

Figure (i) – Progression to Employment



Appendix 2: Core Skills development

The entry and exit Core Skills levels, within the SQA Advanced Certificate/SQA Advanced Diploma Art and Design awards, are:

Core skill	Entry Profile SQA Advanced Certificate	Exit Profile SQA Advanced Certificate	Entry Profile SQA Advanced Diploma	Exit Profile SQA Advanced Diploma
Communication	**SCQF level 5**	**SCQF level 6**	**SCQF level 6**	**SCQF level 6**
Information Technology	**SCQF level 5**	**SCQF level 5**	**SCQF level 5**	**SCQF level 6**
Numeracy	**SCQF level 4**	**SCQF level 5**	**SCQF level 5**	**SCQF level 5**
Problem Solving	**SCQF level 5**	**SCQF level 6**	**SCQF level 6**	**SCQF level 6**
Working with Others	**SCQF level 5**	**SCQF level 5**	**SCQF level 5**	**SCQF level 6**

SCQF level 4
When using a particular Core Skill, the candidate will have some responsibility for taking decisions about putting the skill into action. Often the Core Skill will be used in a managed environment, but sometimes the candidate will need to use the skill without close supervision.

SCQF level 5
When using a particular Core Skill, the candidate will need to take decisions about how to select and apply the skill to meet the demands of activities, which might sometimes be complex.

SCQF level 6
When using a particular Core Skill, the candidate will be given responsibility for making decisions about how to use the Core Skill within the context, which will often be a challenging or unfamiliar one. The candidate will analyse, plan, and manage his/her own use of the Core Skill in complex activities.

Core Skills signposting in the group awards

'**Signposting**' means identifying opportunities for developing Core Skills (or components) other than those that can be summatively assessed and certificated. This allows the range of opportunities to develop Core Skills through teaching and learning to be utilised and highlights these opportunities to those delivering and managing the units.

These opportunities include:

- Knowledge and skills — which should be indicated in the knowledge and skills section of the unit specification, eg producing a report, graph production. You could then expand the way the knowledge and skills cover Core Skill development in the support notes section.

- Formative assessment — which should be indicated in the support notes in a unit as part of learning and teaching strategies.

- Summative assessment — this might meet the requirement for part of a Core Skills component but either is not sufficient to gain a whole component or only meet the requirement at general skill level. Opportunities to achieve partial Core Skills through summative assessment using a particular instrument of assessment should be indicated in the assessment guidelines and/or in the support notes.

- Teaching and delivery — this has the potential to cover many aspects of Core Skills depending on the subject taught. This may also be closely related to candidate work and learning. Opportunities provided by teaching and delivery should be indicated as suggested activities in the support notes in unit specifications, eg the use of group work in the classroom or seminar presentations by candidates.

- Candidate work/learning — independent research, additional work in library, working with others in groups. This may be closely related to teaching and delivery. Opportunities provided by candidate work/learning should be indicated as suggested activities in the support notes in unit specifications.

The strength of opportunities to develop Core Skills will vary depending on three factors. These are:

- volume and consistency of the opportunities (eg once only, all through the unit)
- the ways the opportunities are developed (eg formative assessment, teaching, student research)
- how closely the opportunity matches the Core Skills framework, at which part (eg general skills, specific skills), and which level.

These factors will overlap and therefore will affect the *relative* strength of opportunities to develop Core Skills. Where Core Skills are signposted, the Core Skills and levels are indicated in three places:

- the Core Skills statement on the first page of the specification
- the support notes
- if applicable, in the Assessment Guidelines section

Unit specification
The Core Skills statement on page 1 of the unit specification gives details of any Core Skills that are automatically certificated. If there are opportunities to develop Core Skills that are not automatically certificated, the Core Skill and its level should be indicated in this section. Information on how this might be done is given in the support notes and, if applicable, in the Assessment Guidelines.

Support notes
The support notes will give details of the Core Skills that might be developed and their levels. They should give details of the way they might be developed, eg through particular teaching or learning strategies, student self-study and formative assessment.

Assessment guidelines
Opportunities to develop Core Skills can be described in the Assessment Guidelines if a particular Instrument of Assessment or an Assessment Strategy lends itself to candidates developing a particular skill or generating evidence towards a Core Skill. The Core Skill and level will also be indicated.

Core Skills development opportunities within units

Unit No	Unit Name	Written Communication — Reading	Written Communication — Writing	Oral Communication	Problem Solving — Planning and Organising	Problem Solving — Critical Thinking	Problem Solving — Reviewing and Evaluating	IT	Working with Others	Numeracy — Using Number	Numeracy — Using Graphical Information
HT3V 47	Art and Design: Creative Process	X									
HT6E 48	Art and Design Context	X	X	X	X	X	X	X			
HT6J 48	Art and Design Project		X		X	X	X	X	X	X	
HT69 47	Art and Design: Graded Unit 1	X	X		X	X	X			X	
HP6M 47	Personal Development Planning		X	X	X	X	X	X		X	X
HT4V 48	Developing Reflective Practice in the Visual Arts		X		X	X	X				
HT41 47	Portfolio Production			X	X	X	X				
HT40 47	Observational Drawing			X	X	X	X				
HT3X 47	Developmental Drawing			X		X	X				
HT66 47	Art and Design: Digital Media Introduction							X			
HT49 47	Art and Design: Cultural Identity								X		
HT58 48	Art and Design Project: Fashion/Performance Costume								X		

Core Skills development opportunities within units

Communication (Reading)	**Art and Design: Creative Process** This Unit provides candidates with a vehicle for the exploration of the process, the development of visual language and an introduction to critical evaluation. Candidates will therefore be involved in the gathering and reading of materials. **Art and Design Context** Research into social, political, technological, ecological and contemporary categories — identification and sourcing of complex material on historical and contemporary aspects of selected area of art and design. **Art and Design: Graded Unit 1** Planning and Developing a Practical Assignment — extracting, evaluating and summarising complex information from a range of data sources. Additional opportunities will be developed within and across other Units. Knowledge and skills across the award will require in-depth study and evaluation of a range of complex reading materials.
Communication (Writing)	**Art and Design Project** Presentation of relevant materials, including market analysis, existing design examples, mood boards, examples of production materials and methods. **Art and Design: Graded Unit 1** Presentation of well-structured extended reports of the Planning, Development and Evaluation of the practical assignment. **Art and Design Context** Analytical report on key factors in selected area of study including visual materials and reference sources of not less than 1,500 words. **Personal Development Planning/Developing Reflective Practice in the Visual Arts** Candidates may select to present their assessment evidence in written form. Additional opportunities will be developed within and across other units. Candidates completing the new group award will have to report on and document activities to professional standards of content. The standard of design and presentation of materials, which communicate effectively and with impact to a specific brief is necessary for success.

Communication (Oral)	**Portfolio Production** Oral presentation of folio to client. **Art and Design Project** Oral critiques to review progress. **Art and Design Context** Analytical oral presentation (option) of 15 minutes on key factors affecting selected area of study including visual materials. Oral presentation is an assessment option for reporting in several units. Class group discussions and in-depth reviews with assessors throughout the course will additionally support verbal exploration of complex design issues and problem solving approaches. Additional opportunities will be developed within and across other units — teaching and learning approaches using class based critiques and ongoing oral presentation of work to peer group and tutor. **Developmental Drawing** **Observational Drawing** **Personal Development Planning** **Communication: Practical Skills**
Problem Solving (Planning and Organising)	**Observational Drawing** Selecting imagery for visual research; planning and selecting materials media and techniques; time management. **Art and Design: Creative Process** Applying skills to analyse requirements of a given brief and to design, integrate and output effective materials appropriate for audience and purpose Researching a Practical Assignment, including aspects such as identifying and analysing components of a design task to meet a remit within resources. **Art and Design Context** Identification of potential subject areas; identification and collation of resource material. **Portfolio Production** Development of critical thinking in the planning and preparation of a portfolio for a specific purpose/audience. **Art and Design: Graded Unit 1** In this practical assignment candidates will have to engage in planning and organising where they demonstrate their understanding and analysis of a project brief. This will involve the identifying of research sources and the collation of relevant materials and resources for the later development stage.

	Personal Development Planning/ Developing Reflective Practice in the Visual Arts All elements of the Core Skill will be critical to the award which involves throughout an analytical and evaluative approach to problem solving in the context of effective visual communication. Analysis, strategic planning and implementation of a range of practical activities and evaluation of effectiveness of solutions selected are integral to the design process activities. Continuous review, modification and updating in response to developments is critical to achievement.
Problem Solving (Critical Thinking)	**Observational Drawing/Developmental Drawing** Ongoing reflection and critical review of the effectiveness of media, materials and processes. **Art and Design Project** Analysing requirements, identifying and allocating appropriate resources, producing and presenting a design to a brief. Developmental processes involving high level critical thinking and analysis, comparing progress with the requirements of the brief. **Art and Design Context** Development of critical-thinking skills in the analysis of art and design practice. **Portfolio Production** Justification and rationale behind the selection of imagery and the sequencing of content, analysing and evaluating the visual impact of the folio. **Art and Design: Graded Unit 1** In this practical assignment candidates will have to engage in analysis and critical analysis throughout the project, ensuring that they adhere to identified design issues, constraints and limitations where identified. The critical-thinking process will be used to identify and select appropriate developmental approaches leading to the production of a final artefact. **Personal Development Planning/Developing Reflective Practice in the Visual Arts** Identification of skills and weaknesses and critical review of development potential including the identification of resources to support personal development and in the determining of defined goals and objectives.

Problem Solving (Reviewing and Evaluating)	**Observational Drawing/Developmental Drawing** Reviewing and evaluating imagery and underlying processes which support the development of visual literacy. **Art and Design Project** Undertaking the assignment, with ongoing analysis of performance against brief and targets. Evaluation of effectiveness, re-assessment of objectives and revision of goals. **Art and Design Context** Undertaking the assignment, with ongoing analysis and evaluation of factors influencing and shaping the visual arts. **Portfolio Production** Reviewing and evaluating the presentation of the portfolio — product and process. **Art and Design: Graded Unit 1** In this practical assignment candidates will have to produce a detailed evaluation of both the product and the creative process, analysis the impact and effectiveness of their approaches and methodologies and identify further opportunities for personal development. **Personal Development Planning/ Developing Reflective Practice in the Visual Arts** Evaluation of the action plan and the meeting of set targets.
Information Technology	**Art and Design Project/Art and Design Context** Use of the internet as a means of research and as a media for developmental purposes depending on the subject areas selected for the scope of the activities. Professional presentation standards are supported by the use of technology. Internet research and current professional practice will provide essential underpinning knowledge for the art and design award. **Personal Development Planning** Development potential of e-portfolio or blogs/wikis as a means for documenting and supporting the development of reflective practice. IT skills development where chosen as a focused goal.

	Art and Design Project /Graphic Design Techniques/Art and Design: Digital Media Introduction Using IT equipment and appropriate range of software to analyse, design, integrate and output materials. Security considerations and the managing of any technical problems will be a routine aspect of good practice.
Working With Others	**Art and Design Project/Community Arts: Visual Arts** **Art and Design Cultural Identity** **Art and Design: Fashion/Performance Costume** Potential for larger collaborative group work projects using multi-disciplinary approaches within the listed units.
Numeracy (Using Number)	**Art and Design Project** **Art and Design: Graded Unit 1** Assessing, calculating and preparing project costing and budgets impact on the Planning stage of the practical assignment. **Personal Development Planning** Development potential where chosen as a focused goal.
Numeracy (Using Graphical Information)	**Personal Development Planning** Development potential where chosen as a focused goal.

Appendix 3: Mapping of general and specific aims to the group awards structures

Unit Code	Unit Title	Aims
HT40 47	Observational Drawing	9, 11
HT3X 47	Developmental Drawing	2, 11
HT3V 47	Art and Design: Creative Process	2, 3, 11
HT6J 48	Art and Design Project	2, 3, 8, 10,11
HT6E 48	Art and Design Context	2, 3, 4, 6, 9, 10
HT41 47	Portfolio Production	2, 3,8, 11
HT69 47	Art and Design: Graded Unit 1	2, 3, 4, 6, 8, 9, 11
HT4C 48	Developmental Drawing Portfolio	2, 9, 11
HT6K 48	Creative Project for Artists and Designers	2, 3, 8, 10,11
HT4K 48	Art and Design: Advanced Project	2, 3, 8, 10,11
HT4G 48	Art and Design Context: Personal Investigation	2, 3, 4, 6, 9, 10
HT4R 48	Art and Design: Presentation	2, 4, 11
HT6A 48	Art and Design: Graded Unit 2	2, 3, 4, 6, 8, 9, 10, 11
HP6M 47	Personal Development Planning	2, 3, 4, 6, 7,9,10,11
HR1C 46	Workplace Communication in English	4
HP4A 47	Communication: Practical Skills	4
HT49 47	Art and Design: Cultural Identity	2, 3, 8, 10,11
HT3Y 47	Life Drawing	9, 11
HT55 47	Life Painting: Introduction	9, 11
HT53 48	Painting: Exploratory Techniques	9, 11
HT3W 47	Printmaking and Producing Print	9, 11
HT42 47	Photography: An Introduction	9, 11
HT56 47	Public Art: Introduction	9, 11
HT6D 47	Sculpture: An Introduction	9, 11
HT4X 47	Community Arts: Visual Arts	8, 9, 11
HT66 47	Art and Design: Digital Media Introduction	9, 11
HT63 47	Illustration Techniques	9, 11
HT50 47	Graphic Design Techniques	9, 11
HT51 47	Jewellery Design and Production	9, 11
HT4M 47	Art and Design: Textiles	9, 11
HT68 47	Art and Design: Fashion/Performance Costume	9, 11
HT59 47	Ceramics: Hand Built	9, 11
HT4L 47	Mixed Media Techniques	8, 9, 11
HT67 47	Experimental Glass: Design and Production	9,11
HR0M 47	Work Role Effectiveness (2003)	5, 7
HP3H 48	Business Awareness and Continuing Personal Development	7, 9
HT4J 48	Philosophical Aesthetics: An Introduction	2, 4
HT4P 48	Art and Design: Freelance Working Skills	2, 5
HP3C 48	Developing the Individual Within a Team	5
HT4V 48	Developing Reflective Practice in the Visual Arts	2, 3, 4, 6, 7, 9
HT4E 48	Life Drawing Portfolio	9, 11
HT65 48	Life Painting Portfolio	9, 11
HT57 48	Painting Project	9, 11

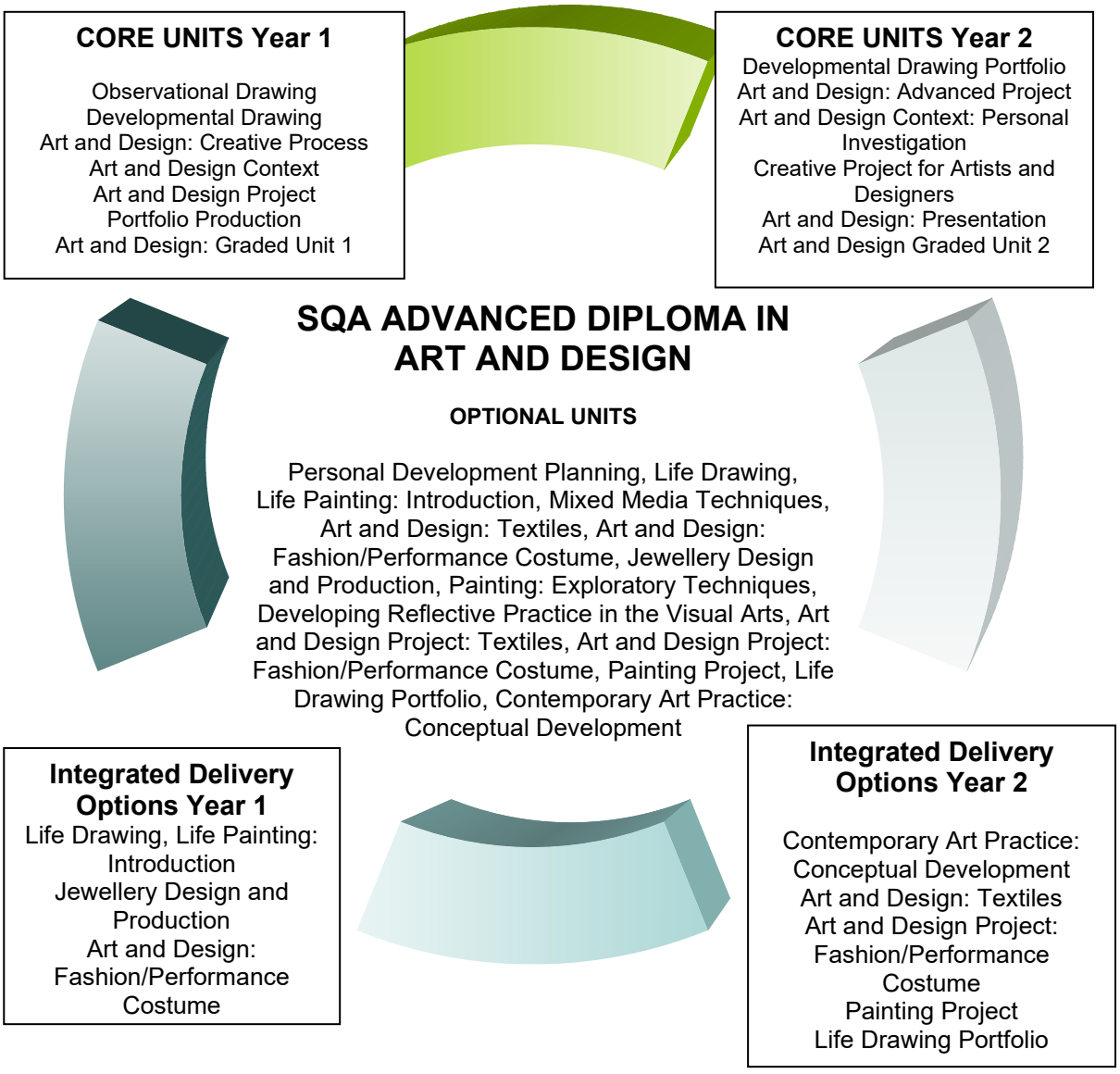
Unit Code	Unit Title	Aims
HT4D 48	Observational Drawing Portfolio	9, 11
HT4F 48	Printmaking in Multiple Layers	9, 11
HT46 48	Photography: Environment	9, 11
HT6F 48	Mixed Media Development	8, 9,11
HT64 48	Art and Design: Digital Media Project	9, 11
HT4W 48	Illustration Techniques Project	9, 11
HT62 48	Graphic Design Techniques: Advanced	9, 11
HT52 48	Jewellery Project	9, 11
HT4T 48	Art and Design Project: Textiles	9, 11
HT58 48	Art and Design Project: Fashion/Performance Costume	9, 11
HT5A 48	Ceramics: Project	9, 11
HT54 48	Public Art: Project	8, 9, 11
HT4Y 48	Community Arts: Visual Arts Workshop	8, 9, 11
HT5D 48	Glass Project	9, 11
HT4H 48	Sculpture Development	9, 11
HT6C 48	Contemporary Art Practice: Conceptual Development	2, 3.9,11

The general aims of the group award include developing a range of personal and key skills designed to improve creative and critical thinking, self-awareness and employability. Team working, achieving personal targets and time management are also key attributes essential to success in the creative industries.

Additional qualities recognised as critical by employers and Higher Education, such as creativity, meeting deadlines, personal management skills, and the ability to learn from other professionals, are not precisely reflected in the SQA Core Skill specifications. Awareness and development of these skills is incorporated into the group award by the requirement for candidates, supported by tutors, to take responsibility for their learning programmes, and to work with a range of others on a variety of projects. Personal Development Planning (PDP) is also highly encouraged within the awards and opportunities exist to undertake a formal unit within the subject.

Appendix 4: Progression to Higher Education

Figure (ii) – Progression to Higher Education



Appendix 5: Delivery options

A range of potential combinations of subjects and disciplinary areas can be selected to meet the required flexibility for a national award. Four of these potential routes for SQA Advanced Certificate and SQA Advanced Diploma are indicated in the tables below.

SQA Advanced Certificate Art and Design — 2-D focus

HT40 47	Observational Drawing	1
HT3X 47	Developmental Drawing	1
HT3V 47	Art and Design: Creative Process	1
HT6J 48	Art and Design Project	1
HT6E 48	Art and Design Context	1
HT41 47	Portfolio Production	1
HT69 47	Art and Design: Graded Unit 1	1

Plus 5 additional credits for a 12 credit SQA Advanced Certificate, or 8 credits for first year 15 credit SQA Advanced Diploma award

HT49 47	Art and Design: Cultural Identity	1
HT3Y 47	Life Drawing	1
HT55 47	Life Painting: Introduction	1
HT53 48	Painting: Exploratory Techniques	1
HT3W 47	Printmaking and Producing Print	1
HT66 47	Art and Design: Digital Media Introduction	1
HT63 47	Illustration Techniques	1
HT50 47	Graphic Design Techniques	1

SQA Advanced Certificate Art and Design — 3-D focus

HT40 47	Observational Drawing	1
HT3X 47	Developmental Drawing	1
HT3V 47	Art and Design: Creative Process	1
HT6J 48	Art and Design Project	1
HT6E 48	Art and Design Context	1
HT41 47	Portfolio Production	1
HT69 47	Art and Design: Graded Unit 1	1

Plus 5 additional credits for a 12 credit SQA Advanced Certificate, or 8 credits for first year 15 credit SQA Advanced Diploma award

HP6M 47	Personal Development Planning	1
HT56 47	Public Art: Introduction	1
HT6D 47	Sculpture: An Introduction	1
HT4X 47	Community Arts: Visual Arts	1
HT68 47	Art and Design: Fashion/Performance Costume	1
HT59 47	Ceramics: Hand Built	1
HT51 47	Jewellery Design and Production	1
HT67 47	Experimental Glass: Design and Production	1

SQA Advanced Diploma Art and Design — 2-D focus

HT40 47	Observational Drawing	1
HT3X 47	Developmental Drawing	1
HT3V 47	Art and Design: Creative Process	1
HT6J 48	Art and Design Project	1
HT6E 48	Art and Design Context	1
HT41 47	Portfolio Production	1
HT69 47	Art and Design: Graded Unit 1	1
HT4C 48	Developmental Drawing Portfolio	1
HT6K 48	Creative Project for Artists and Designers	1
HT4G 48	Art and Design Context: Personal Investigation	1
HT4K 48	Art and Design: Advanced Project	2
HT4R 48	Art and Design: Presentation	2
HT6A 48	Art and Design: Graded Unit 2	2

HT3Y 47	Life Drawing	1
HT55 47	Life Painting: Introduction	1
HT53 48	Painting: Exploratory Techniques	1
HT3W 47	Printmaking and Producing Print	1
HT66 47	Art and Design: Digital Media Introduction	1
HT63 47	Illustration Techniques	1
HT50 47	Graphic Design Techniques	1
HT4E 48	Life Drawing Portfolio	1
HT65 48	Life Painting Portfolio	1
HT57 48	Painting Project	2
HT4F 48	Printmaking in Multiple Layers	1
HT46 48	Photography: Environment	1
HT6F 48	Mixed Media Development	2

SQA Advanced Diploma Art and Design — 3-D focus

HT40 47	Observational Drawing	1
HT3X 47	Developmental Drawing	1
HT3V 47	Art and Design: Creative Process	1
HT6J 48	Art and Design Project	1
HT6E 48	Art and Design Context	1
HT41 47	Portfolio Production	1
HT69 47	Art and Design: Graded Unit 1	1
HT4C 48	Developmental Drawing Portfolio	1
HT6K 48	Creative Project for Artists and Designers	1
HT4G 48	Art and Design Context: Personal Investigation	1
HT4K 48	Art and Design: Advanced Project	2
HT4R 48	Art and Design: Presentation	2
HT6A 48	Art and Design: Graded Unit 2	2

HP6M 47	Personal Development Planning	1
HT56 47	Public Art: Introduction	1
HT6D 47	Sculpture: An Introduction	1
HT4X 47	Community Arts: Visual Arts	1
HT68 47	Art and Design: Fashion/Performance Costume	1
HT59 47	Ceramics: Hand Built	1
HT51 47	Jewellery Design and Production	1
HT67 47	Experimental Glass: Design and Production	1
HT52 48	Jewellery Project	1
HT5A 48	Ceramics: Project	1
HT54 48	Public Art: Project	1
HT4Y 48	Community Arts: Visual Arts Workshop	1
HT5D 48	Glass Project	1
HT4H 48	Sculpture Development	2

Sequence of delivery

Centres should where practicable ensure that all unit content identified in the graded unit specification is delivered as early as practicable in the course. Individual units contain advice regarding the knowledge and skills a candidate may require to fully benefit from completing that unit. This may influence a centre regarding the order of delivery of units and the timing of the graded unit(s). For this reason it is recommended that delivery takes place in the second half of the academic session, after most of the supporting unit content has been completed.