

Access to Higher Education Diploma (Art and Design)

Rules of Combination

For the award of the Access to Higher education Diploma, learners must achieve 60 credits	
Level 3 credits from graded units with academic subject content	45
Level 2 or 3 credits from ungraded units	15
Total credit required	60

Mandatory requirements – graded units – 45 credits

Learners must achieve the following graded units - 45 Credits	
Units	L3 Graded credits
Drawing	6
Design	6
Multimedia	6
Art and Design Project	9
Units from any graded module	18

Mandatory requirements – ungraded units – 15 credits

	Learners must achieve the following ungraded units – 15 credits
Units	L3 ungraded credits
Academic Skills	3
Any units from the study skills module or Digital Creativity	6
Thinking Skills or Portfolio Preparation for Art and Design	3
Historical and Contextual Studies	3

Units

Multimedia

Digital Creativity

Level: 3

Credit: 6

Purpose and Aim of the Unit:	To be agreed at panel
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LEARNING OUTCOMES

The learner will:

3. Be able to produce a digital creativity project to a set brief.
2. Be able to find and record source material to work from.
3. Be able to apply research, techniques and materials to the production of Digital work.
4. Be able to apply technical skills in Digital work
5. Be able to show development of artistic concepts, ideas and solutions within the context of the working brief.

ASSESSMENT CRITERIA

The learner can:

- 1.1. Draft ideas in traditional/digital media in response to a set brief.
- 1.2. Produce evidence of development of work using digital/traditional media
- 2.1 Collate information that:
 - reflects personal observation and direction
 provides evidence of routes of enquiry, derivation of ideas and sources of reference.
- 3.1 Produce work which shows:
 - development of research, techniques and materials
 - evidence of originality.
- 4.1 Apply a range of technical skills in the completion of a set of tasks, both digital and traditional
- 4.2 Demonstrate technical processes, within the context of the brief, and the learner's determination of finished quality.
- 4.3 Repeat technical processes with confidence.
- 5.1 Generate work which is primarily original in concept.
- 5.2 Engage in a process where ideas and solutions extend and develop from one work to another, primarily from traditional to digital.
- 5.3 Relate work to a broad context of other art, artists and related issues, and make a critique of it informed by that context.

LEARNING OUTCOMES

The learner will:

6. Be able to deliver a finished project.
7. Be able to make judgments about work quality and progress.

ASSESSMENT CRITERIA

The learner can:

- 6.1 Provide designs and supporting material which meet the criteria of the assignment brief.
- 7.1 Evaluate completed artwork.
- 7.2 Evaluate the decisions and choices made in producing work.

Access to HE Grade Descriptors:

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

Please indicate below any specific assessment information to be used with this unit, explaining range statements and minimum requirements within assessment criteria.

A minimum of 4 processes must be evidenced.
A minimum of 4 technical skills must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criteria means a minimum of two.**

Level: Three
Credit Value: 3

The learner will

- The learner can

- ### Access to HE Grade Descriptors:

- Assessment Information:**

Assessor Requirements:

Level: Three
Credit Value: 3

Purpose and Aim

To assess the use of materials and processes in the creation of artworks.

Learning Outcomes

The learner will

1. Be able to investigate materials for use in artwork.
2. Be able to investigate processes for use in artwork.
3. Be able to synthesise materials and processes in artwork.

Assessment Criteria

The learner can

- 1.1 Conduct investigations into the use of materials for artworks.
- 1.2 Evaluate the use of materials from 1.1.
- 2.1 Conduct investigations into the use of processes for artworks.
- 2.2 Evaluate the use of processes from 2.1
- 3.1 Produce artwork that synthesises materials and processes investigated in 2.1 and 3.1.

Access to HE Grade Descriptors:

- 3 - Application of Skills
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

Materials are 2D, 3D, time-based, papers, natural and synthetic fabrics, card, glass, perspex, aluminium foils, wood, clay, plastics, concrete, steel, aluminium sheeting, computers, hardware and software.

Processes are

- 2D Processes: eg monoprinting, relief printing, tapestry, weaving, machine embroidery, pigment printing, imprinting/transfer printing, painting, mixed media drawing, thumbnail sketches, lens-based (lighting, capture, exposure, manipulation, development, printing, presentation).
- 3D processes: e.g. maquette making, armatures, construction, mould-making, casting, mixed media work, toiles, model-making, paper engineering, CAD/CAM.
- Time-based processes: e.g. video, audio, performance, music, storyboard, film, web design, animation, flipbooks.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design: Fine Art 2D Project - Set Brief

Level: Three

Credit Value: 6

Learning Outcomes

The learner will

1. Be able to draft / develop ideas for a fine art 2D project to a set brief?
2. Be able to find and record source material to work from.
3. Be able to apply research, techniques and materials to the production of Fine Art 2D work.
4. Be able to apply technical skills in Fine Art 2D work.
5. Be able to show development of artistic concepts, ideas and solutions within the context of the working brief.

Assessment Criteria

The learner can

- 1.1 'Draft ideas for a fine art 2D project in response to a set brief'
- 2.1 Collate information:
 - reflects personal observation and direction
 - provides evidence of routes of enquiry, derivation of ideas
 - sources of reference.
- 3.1 Produce work which shows:
 - development of research, techniques and materials
 - evidence of originality.
- 4.1 Apply a range of technical skills in the completion of a set of tasks.
- 4.2 Demonstrate technical processes, within the context of the brief, and the learner's determination of finished quality.
- 4.3 Repeat a range technical processes with confidence.
- 5.1 Generate work which is primarily original in concept.
- 5.2 Engage in a process where ideas and solutions extend and develop from one work to another (add reflection?).
- 5.3 Critically compare own work in relation to other artwork, artists and/or art-related issues

Learning Outcomes

The learner will

6. Be able to produce a finished Fine Art 2D project.
7. Be able to make judgements about the quality and progress of own fine art 2D project

Assessment Criteria

The learner can

- 6.1 Produce a piece of artwork that meets the criteria of the project brief from LO1
- 7.1 Evaluate completed artwork
- 7.2 Evaluate the decisions and choices made in developing the artwork'

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 6 - Autonomy / Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC4.1 A minimum of four technical skills must be applied .

AC4.2 A minimum of four processes must be demonstrated.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Fine Art: Printmaking - Project - Studio

Level: Three

Credit Value: 6

Learning Outcomes

The learner will

1. Be able to develop a printmaking project to a set brief?

Assessment Criteria

The learner can

- 1.1 'Draft ideas for a print project in response to a set brief

Learning Outcomes

The learner will

2. Be able to find and record source material to work from.
3. Be able to apply research, techniques and materials to the production of work.
4. Be able to apply technical skills.
5. Be able to demonstrate development of artistic concepts, ideas and solutions within the context of the working brief.
6. Be able to produce a finished project.
7. Be able to make judgements about the quality and progress of own printmaking project

Assessment Criteria

The learner can

- 1
- 2.1 Collate information for a print making brief which:
 - reflects personal observation and direction
 - evidences routes of enquiry
 - evidences the derivation of ideas
 - provides sources of references.
- 3.1 Produce work which shows:
 - development of research, techniques and materials
 - evidence of originality.
- 4.1 Apply a range of technical skills in the completion of a set of tasks.
- 4.2 Demonstrate a range technical processes, as appropriate to the demands of the medium, within the context of the brief..
- 4.3 Repeat a range technical processes.
- 5.1 Generate work which is primarily original in concept.
- 5.2 Engage in a process where ideas and solutions extend and develop from one work to another. (add reflection)
- 5.3 Relate work to a broad context of other art, artists and related issues, and make a critique of it informed by that context.
- 6.1 Produce printwork.
- 7.1 Evaluate own work.
- 7.2 Evaluate the decisions and choices made in producing work.

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 6 - Autonomy / Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC4.1 A minimum of four technical skills must be evidenced.

AC4.2 A minimum of four processes must be evidenced.

AC4.3 Repeat a minimum of four technical processes

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design: Fine Art 2D - Project - Negotiated Brief

Level: Three

Credit Value: 6

Learning Outcomes

The learner will

1. Be able to produce a fine art 2D project to a negotiated brief.
2. Be able to identify material to work from.
3. Be able to apply research, techniques and materials to the production of Fine Art 2D work.
4. Be able to apply technical skills in Fine Art 2D.

Assessment Criteria

The learner can

- 1.1 Draft ideas for a fine art 2D project in response to a set brief
- 2.1 Collate information which:
 - reflects personal observation and direction
 - provides evidence of routes of enquiry, derivation of ideas
 - provides source of reference.
- 3.1 Produce work which shows:
 - development of research, techniques and materials
 - evidence of originality.
- 4.1 Apply a range of technical skills in the completion of a set of tasks.
- 4.2 Demonstrate technical processes, within the context of the brief.
- 4.3 Repeat technical processes.

Learning Outcomes

The learner will

5. Be able to demonstrate development of artistic concepts, ideas and solutions within the context of the working brief.
6. Be able to deliver a finished Fine Art 2D project.

Assessment Criteria

The learner can

- 5.1 Generate work which is primarily original in concept.
- 5.2 Engage in a process where ideas and solutions extend and develop from one work to another.
- 5.3 Critically compare own work in relation to other artwork, artists and/or art-related issues.
- 6.1 Provide product(s) and supporting material which meet the criteria of the project brief.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC4.1 A minimum of four technical skills must be evidenced.

AC4.2 A minimum of four processes must be evidenced.

AC4.3 Repeat a minimum of four technical processes

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design - Sculpture and Mixed Media

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Produce work in which their sculpture ideas are realised.
2. Be able to experiment with sculptural materials.

Assessment Criteria

The learner can

- 1.1 Develop a plan for creating sculpture from initial ideas to finished product'
- 1.2 Use a range of skills to produce sculpture work.
- 2.1 Experiment with a range of materials and methods in sculptural research.

Access to HE Grade Descriptors:

- 3 - Application of Skills
- 7 - Quality

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Assessment Information:

AC 1.2 A minimum of three skills

AC2.1 May include evidence of - qualities, manipulative and analytical skills, aesthetic qualities and knowledge, and critical understanding.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Digital Photography

Level: Three

Credit Value: 3

Purpose and Aim

This unit allows the learner to develop skills in using a digital camera to produce a series of photographs.

Learning Outcomes

The learner will

1. Be able to use light and exposure on a digital camera.
2. Be able to experiment with resolution (optical and interpolated) and sensitivity.
3. Be able to produce a series of photographs in a specific style.
4. Understand imaging software.

Assessment Criteria

The learner can

- 1.1 Demonstrate the use of:
 - focus/exposure lock
 - exposure compensation
 - white balance
 - an artificial light source.
- 2.1 Evaluate the effects of resolution and sensitivity on finished images.
- 3.1 Take a range of photographs which show evidence of the use of a camera in a range of contexts.
- 3.2 Identify a range of different photographic styles.
- 3.3 Produce photographs in one of the styles identified in 3.2
- 3.4 Evaluate his/her own photographs in relation to an identified style.
- 4.1 Select the appropriate software package for a range of different photographic techniques.
- 4.2 Compare and contrast the facilities of different imaging software packages.

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC1.1 e.g. flash or lanterns.

AC2.1 A minimum of three different images.

AC3.1 A minimum of three photographs in each of three different contexts.

AC3.2 A minimum of three different styles.

AC3.3 A minimum of three photographs.

AC4.2 A minimum of two different software packages including one complex package.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Drawing

Art and Design: Drawing Exploration - Studio

Level: Three

Credit Value: 6

Learning Outcomes

The learner will

1. Be able to source material to work from.
2. Be able to apply research, techniques and materials to production of Drawing-Studio work.
3. Be able to apply technical skills in drawing.
4. Be able to show development of artistic concepts, ideas and solutions within the context of the working brief.
5. Be able to deliver a body of work.
6. Make judgements about work quality and progress.

Assessment Criteria

The learner can

- 1.1 Collate information which:
 - reflects personal observation and direction
 - provides evidence of routes of enquiry and derivation of ideas
 - Provides sources of reference.
- 2.1 Produce work which shows:
 - development of research, techniques and materials
 - evidence of originality.
- 3.1 Apply a range of technical skills in the completion of a task.
- 3.2 Demonstrate technical processes, within the context of the brief,.
- 4.1 Generate work which is primarily original in concept.
- 4.2 Engage in a process where ideas and solutions extend and develop from one work to another.
- 4.3 Critically compare own work in relation to other artwork, artists and/or art related issues.
- 5.1 Produce artwork(s) that meet the criteria of the brief.
- 6.1 Evaluate the finished artwork(s)
- 6.2 Evaluate the decisions and choices made during the planning,

Learning Outcomes

The learner will

Assessment Criteria

The learner can

development and completion of the artwork(s)

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 6 - Autonomy / Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC3.1A minimum of 4 technical skills must be evidenced.

AC4.2 A minimum of 4 processes must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Personal Project - Drawing

Level: Three

Credit Value: 3

Purpose and Aim

To develop knowledge and skills in producing artwork through drawing.

Learning Outcomes

The learner will

1. Be able to use drawing materials and techniques.
2. Be able to plan drawings.

Assessment Criteria

The learner can

- 1.1 Describe **materials** used in drawing.
- 1.2 Create **artwork** that shows the use of **drawing techniques**.
- 2.1 Produce a **plan for drawings** to meet a project brief.
- 2.2 Produce **roughs** for drawings.
- 2.3 Justify the final selection of a drawing design.

Learning Outcomes

The learner will

3. Be able to produce drawings to meet a project.
4. Be able to reflect on artwork through drawing artwork.

Assessment Criteria

The learner can

- 3.1 Create drawings to meet a project brief.
- 4.1 Evaluate own techniques in artwork through drawing artwork using:

own assessment
feedback from tutor
feedback from peer group.

Access to HE Grade Descriptors:

- 3 - Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

Artwork may be evidenced by one drawing.

A plan for drawing will include:

- identifying the elements of the brief
- making a personal response to the brief
- collecting information and images
- identifying a composition or image
- the selection of a surface(s)
- the selection of materials
- the selection of techniques.

Roughs are preparatory sketches and must include perspective construction lines (eg boxing up, centre lines).

Drawing materials may include:

- pencil (in three or more grades)
- charcoal (in three or more grades)
- graphite
- pens
- inks
- coloured pencils
- erasers
- types of paper
- grades of paper.

Drawing techniques may include:

- lines
- shading

- gradation
- blending
- mark making
- monochrome
- polychrome
- perspective
- vanishing point
- one point perspective
- two point perspective
- three point perspective
- foreshortening
- aerial perspective.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design: Exploratory Drawing - Media, Representation and Composition

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Be able to use drawing media.
2. Be able to demonstrate visual representation through drawing.
3. Be able to explore composition through drawing.

Assessment Criteria

The learner can

- 1.1 Produce work in a range of drawing media.
- 1.2 Analyse the mark-making potential of each medium used in 1.1.
- 2.1 Produce work which includes examples of a:
 - 'a blind'
 - 'negative space'
 - 'multi-viewpoint' drawings.
- 3.1 Explore composition by drawing within a rectangular format.
- 3.2 Explore composition by drawing and cutting into and/or extending beyond the rectangular format.

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

1.1 a minimum of three mediums

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Drawing from Observation

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Be able to produce drawings from direct observation.

Assessment Criteria

The learner can

- 1.1 Produce drawings that demonstrate the use of line, tone, texture and colour in a range of drawing media.
- 1.2 Demonstrate the use of a range of drawing media.
- 1.3 Produce drawings that develop a personal visual language in drawing with consideration to:
 - composition
 - space
 - mass
 - volume
 - accuracy of observation.
- 1.4 Critically compare own work in relation to other artwork and artists.

Access to HE Grade Descriptors:

- 3 - Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC1.1 and 1.2 Using monochrome and colour drawing materials, e.g. charcoal, graphite, ink, chalk pastels, oil pastels.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design - Drawing Studies - Life Studies

Level: Three

Credit Value: 6

Learning Outcomes

The learner will

1. to develop life studies in response to a set brief
2. Be able to source material for a life studies brief.
3. Be able to apply research, techniques and materials to the study of drawing work.
4. Apply technical skills in drawing.

Assessment Criteria

The learner can

- 1.1 Develop life studies in response to a set brief.
- 2.1 Collate information which:
 - reflects personal observation and direction
 - provides evidence of routes of enquiry, derivation of ideas
 - is a source of reference.
- 3.1 Produce work which shows:
 - development of research, techniques and materials
 - evidence of originality.
- 4.1 Apply a range of technical skills in drawing.

Learning Outcomes

The learner will

5. Be able to show development of artistic concepts, ideas and solutions within the context of the working brief.
6. Be able to deliver a finished project.
7. Be able to make judgements about work quality and progress.

Assessment Criteria

The learner can

- 4.2 Demonstrate technical processes within the context of the brief.
- 4.3 Control variation in technical processes in drawing.
- 5.1 Generate work which is primarily original in concept.
- 5.2 Engage in a reflective process where ideas and solutions extend and develop from one work to another.
- 5.3 Relate work to a broad context of other art, artists and related issues, and make a critique of it informed by that context.
- 6.1 Provide product(s) and supporting material which meet the criteria of the project brief from AC 1.1 .
- 7.1 Evaluated own artworks.
- 7.2 Justify the decisions and choices made in producing work.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 6 - Autonomy / Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC4.1 A minimum of 4 technical skills must be evidenced.

AC4.2 A minimum of 4 processes must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Design

Applying Design Principles in Art and Design

Level: Three

Credit Value: 3

Purpose and Aim

To assess the use of design principles in art and design.

Learning Outcomes

The learner will

1. Be able to use design principles to convey information and ideas.
2. Be able to use light and shade in artwork to convey spatial awareness.
3. Be able to use design principles to convey mood or emotion.
4. Be able to record observations using design principles.
5. Be able to reflect on the use of design principles.

Assessment Criteria

The learner can

- 1.1 Identify the links between formal elements and design principles.
- 1.2 Produce **artwork** to convey information and ideas through the use of design principles.
- 2.1 Produce artwork that uses light and shade to show:
 - space
 - scale
 - perspective.
- 3.1 Produce artwork that uses design principles to convey mood or emotion.
- 4.1 Produce visual records that use design principles.
- 5.1 Review the use of design principles in art and design through:
 - personal evaluation
 - peer review.

Access to HE Grade Descriptors:

- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation

- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

[Assessment Methods:](#)

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

[Assessment Information:](#)

Formal elements are defined as:

- line
- shape
- form
- tone
- texture
- pattern
- colour.

Design principles may include:

- unity
- harmony
- balance
- rhythm
- contrast
- dominance
- gradation.

Artwork may be created from any medium, for example paper, paint, pencil, pastels, textiles, glass, ceramics, mixed media, natural objects, computer generated.

AC2.1 and 3.1 May be evidenced by one or more artworks.

AC4.1 Must include visual records that cover a minimum of four design principles.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

[Assessor Requirements:](#)

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design: Product Design Craft Project Set Brief

Level: Three

Credit Value: 6

Learning Outcomes

The learner will

1. Be able to produce a Product Design-Craft Project to a set brief.
2. Be able to source material to work from for a product design craft project.
3. Be able to apply research, techniques and materials to the production of Product Design-Craft work.
4. Apply technical skills in Product Design-Craft.
5. Be able to show development of artistic concepts, ideas and solutions within the context of the working brief.

Assessment Criteria

The learner can

- 1.1 Draft ideas in response to a product design (craft) set brief
- 1.2
- 2.1 Collate information which:
 - reflects personal observation and direction
 - provides evidence of routes of enquiry and derivation of ideas
 - forms a source of reference.
- 3.1 Produce work which shows:
 - reflection
 - development of research, techniques and materials
 - evidence of originality.
- 4.1 Apply a range of technical skills in the completion of a set of tasks.
- 4.2 Demonstrate technical processes, within the context of the brief
- 4.3 Repeat technical processes.
- 5.1 Generate work which is primarily original in concept.
- 5.2 Engage in a process where ideas and solutions extend and develop from one work to another.
- 5.3 Critically compare own work in relation to that of other artists and/or related issues'

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 6 - Autonomy / Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

AC4.1 A minimum of four technical skills must be evidenced.
AC4.2 A minimum of four technical processes must be evidenced.

If not specifically stated in the assessment information, a **plural statement in any assessment criterion means a minimum of two.**

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Level: Three
Credit Value: 3

To assess the knowledge and skills required to apply colour theory in artwork.

2. Be able to apply colour theory.

- monochromatic
- analogous
- complementary
- split complementary
- triadic
- neutral
- colour tints
- colour hues

Learning Outcomes

The learner will

Assessment Criteria

The learner can

colour tones.

2.2 Create colour schemes to express a range of moods.

2.3 Create **artwork** which synthesises the application of colour theory to convey:

emotion

spatial effects

the effects of the relative context of colours.

Access to HE Grade Descriptors:

- 3 - Application of Skills
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

Assessment Information:

Terms used in colour theory may include:

- hue
- chroma
- value
- saturation
- tones
- tints
- shades
- moods.

Schemes may be created from any medium, for example paper, paint, pencil, pastels, textiles, glass, ceramics, mixed media, natural objects, computer generated.

Artwork may be created from any medium, for example paper, paint, pencil, pastels, textiles, glass, ceramics, mixed media, natural objects, computer generated.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

The Illustration as a Design Element

Level: Three

Credit Value: 6

Purpose and Aim

This unit allows the learner to explore the use of illustration as part of the design process.

Learning Outcomes

The learner will

1. Be able to produce an illustration in response to a brief.
2. Be able to use the 'design process' to originate and develop an image as part of a design.
3. Understand working methods involved in the generation of an illustration.

Assessment Criteria

The learner can

- 1.1 Produce an illustration which meets the specific requirements of a brief.
- 2.1 Develop an image as part of a design demonstrating:
 - use of space (composition)
 - balance or harmony between the image and any other requirements
 - a range of possible solutions.
- 2.2 Amend the image in 2.1, where necessary for composition, media, colour, scale, style and technique.
- 2.3 Produce a final design, meeting any specific design requirements.
- 3.1 Generate 'roughs' as ideas and as quick working method in varying compositional possibilities.
- 3.2 Collect research or information necessary to the development of an idea.
- 3.3 Use drawing skills and techniques in the collection of the relevant information.
- 3.4 Demonstrate variation and experimentation with media and colour to allow possible development of imagery and the form it could take.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills

- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

[Assessment Methods:](#)

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

[Assessment Information:](#)

There is no specific assessment information to be used with this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

[Assessor Requirements:](#)

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Design Practice

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Be able to use design concepts in art.

Assessment Criteria

The learner can

- 1.1 Analyse concepts of design.
- 1.2 Apply concepts of design in the formulation of a range of ideas.
- 1.3 Relate a range of ideas to visual realisation.
- 1.4 Use media to produce designs.
- 1.5 Critically assess work produced to apply a design selection process.

[Access to HE Grade Descriptors:](#)

- 2 - Application of Knowledge

- 3 - Application of Skills
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

[Assessment Methods:](#)

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[Assessment Information:](#)

AC1.1 May include, balance, rhythm, emphasis, unity, composition, design process.

AC1.3 A minimum of three ideas must be evidenced.

AC1.4 A minimum of three designs must be produced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

[Assessor Requirements:](#)

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Design Processes

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Understand the stages of the design process.
2. Understand the techniques employed in problem solving in design.
3. Be able to apply techniques to solve a design related problem.

Assessment Criteria

The learner can

- 1.1 Explain the stages of the design process.
- 2.1 Describe a range of techniques used in problem solving in design.
- 2.2 Evaluate the usefulness of techniques, in solving problems in a variety of design situations.
- 3.1 Apply design techniques to the analysis and solution of a design related problem

Learning Outcomes

The learner will

Assessment Criteria

The learner can

- 3.2** Evaluate the selection of the techniques in terms of the solution of the problem'

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC2.1 A minimum of four techniques must be evidenced.

AC2.2 A minimum of four problems must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design: Graphic Design Principles and Techniques Project - Set Brief

Level: Three

Credit Value: 6

Learning Outcomes

The learner will

1. Be able to produce a graphic design project to a set brief.
2. Be able to find and record source material to work from.

Assessment Criteria

The learner can

- 1.1 Respond to a set brief in a Graphic Design context.
- 2.1 Collate information which:

reflects personal observation and direction
provides evidence of routes of enquiry, derivation of ideas
forms sources of reference.

Learning Outcomes

The learner will

3. Be able to apply research, techniques and materials to the production of Graphic Design/Principles work.
4. Be able to apply Graphic Design principles and techniques.
5. Be able to show development of artistic concepts, ideas and solutions within the context of the working brief.
6. Be able to deliver a finished graphic design project.
7. Be able to make judgements about work quality and progress.

Assessment Criteria

The learner can

3.1 Produce work which shows:

development of research, techniques and materials evidence of originality.

4.1 Apply a range of technical skills in the completion of a set of tasks.

4.2 Demonstrate technical processes, within the context of the brief,.

4.3 Repeat technical processes.

5.1 Generate work which is primarily original in concept.

5.2 Engage in a process where ideas and solutions extend and develop from one work to another.

5.3 Critically compare own work in relation to other artists, artwork and/or related issues'.

6.1 Produce a finished graphic design project which meets the project brief'

7.1 Evaluate own work objectively.

7.2 Evaluate the decisions and choices made in producing the work'

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 6 - Autonomy / Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC4.1 A minimum of four technical skills must be evidenced.

AC4.2 A minimum of four technical processes must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design: Ceramics Hand Building Studies - Set Brief

Level: Three

Credit Value: 6

Learning Outcomes

The learner will

1. Be able to draft ideas for a ceramics/handbuilding set brief'.
2. Be able to find and record source material to work from.
3. Be able to apply research, techniques and materials to the production of Ceramics/Hand Building work.
4. Be able to apply technical skills in Ceramics/Hand Building.
5. Be able to show development of artistic concepts, ideas and solutions within the context of the working brief.
6. Be able to deliver a finished project.

Assessment Criteria

The learner can

- 1.1 'Be able to draft ideas for a ceramics/handbuilding set brief'?
The capital letters are not necessary
- 2.1 Collate information which:
 - reflects personal observation and direction
 - provide evidence of routes of enquiry and derivation of ideas
- 3.1 Produce work which shows:
 - development of research, techniques and materials
 - evidence of originality.
- 4.1 Apply a range of technical skills in the completion of a task.
- 4.2 Demonstrate technical processes, within the context of the brief,
- 5.1 Generate work which is primarily original in concept.
- 5.2 Engage in a process where ideas and solutions extend and develop from one work to another and shows reflection
- 5.3 Critically compare own work in relation to that of other artists, artwork and/or related issues'
- 6.1 Produce a finished ceramics/handbuilding project'

Learning Outcomes

The learner will

7. Be able to make judgements about work quality and progress.
8. Understand the Health and Safety implications of working with various materials and equipment.

Assessment Criteria

The learner can

The supporting material has been produced in earlier AC

- 7.1 Evaluate own finished work'.
- 7.2 Evaluate the decisions and choices made in producing the work'.
- 8.1 Independently follow Health and Safety Guidelines.

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC4.1 A minimum of four technical skills must be evidenced.

AC4.2 A minimum of four technical processes must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design Module: Aesthetics

Aesthetics - Psychology of Colour

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Understand the importance of colour in art.

Assessment Criteria

The learner can

- 1.1 Examine the significance of colour in art and its function as a means of visual communication.

Learning Outcomes

The learner will

2. Understand how colour is used by an artist to influence the spectator.
3. Be able to evaluate the importance of colour in art.

Assessment Criteria

The learner can

- 1.2 Examine how colour is employed in a variety of media.
- 2.1 Analyse how colour can be used to communicate idea'
- 3.1 analyse the importance of colour in art.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

AC1.2 A minimum of two media must be evidenced.

AC2.1 e.g. spiritual, functional, decorative, etc.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Aesthetics

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Understand the philosophy of art.
2. Understand the influence of culture on artwork.
3. Understand creativity in artwork.

Assessment Criteria

The learner can

- 1.1 Define aesthetics.
- 1.2 Analyse aesthetic principles in artwork.
- 1.3 Outline factors that affect aesthetic judgement.
- 2.1 Analyse the cultural context of artwork.
- 3.1 Analyse the creative process in artwork.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

AC1.2 A minimum of three artworks must be evidenced.

AC1.3 A minimum of six factors must be given.

AC2.1 A minimum of two artworks must be analysed.

AC3.1 A minimum of two artworks must be analysed.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design Module: Fashion

Fashion and Textiles - Surface Pattern Design - Set Brief

Level: Three

Credit Value: 6

Learning Outcomes

The learner will

1. Be able to produce a textiles/surface Pattern Project to a set brief.
2. Be able to find and record source material to work from.
3. Be able to apply research, techniques and materials to the production of textile work.
4. Be able to apply technical skills in textile work.
5. Be able to show development of artistic concepts, ideas and solutions within the context of the working brief.
6. Be able to deliver a finished project.

Assessment Criteria

The learner can

- 1.1 Develop ideas for a textiles/surface pattern project (set brief)
- 1.2
- 2.1 Collate information which:
 - reflects personal observation and direction
 - provides evidence of routes of enquiry and derivation of ideas
 - provides sources of reference.
- 3.1 Produce work which shows:
 - development of research, techniques and materials
 - evidence of originality.
- 4.1 Apply a range of technical skills in the completion of complex tasks.
- 4.2 Demonstrate technical processes, within the context of the brief,
- 4.3 Control variation in technical processes.
- 4.4 Control technique throughout the body of work produced.
- 5.1 Generate work which is primarily original in concept.
- 5.2 Engage in a process where ideas and solutions extend and develop from one work to another and show reflection .
- 5.3 Critically compare own work in relation to that of other artists, artwork and/or related issues'
- 6.1 Provide product(s) and supporting material which meet the criteria of the project brief.

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

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Assessment Information:

AC4.1 A minimum of four technical skills must be evidenced.

AC4.2 A minimum of four processes must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Fabric Manipulation

Level: Three

Credit Value: 6

Purpose and Aim

To develop knowledge and skills in fabric manipulation.

Learning Outcomes

The learner will

1. Understand fabric manipulation techniques.
2. Be able to create fabric manipulation techniques.
3. Be able to create an artefact using fabric manipulation techniques.
4. Be able to evaluate fabric manipulation techniques.

Assessment Criteria

The learner can

- 1.1 Explain fabric manipulation techniques.
- 1.2 Justify the selection of fabric for manipulation techniques.
- 2.1 Produce samples of fabric manipulation techniques.
- 2.2 Assess the suitability of a range of fabrics for manipulation techniques.
- 3.1 Create a design for fabric manipulation.
- 3.2 Produce an artefact created using fabric manipulation techniques.
- 4.1 Analyse the interpretation of a fabric manipulation design.
- 4.2 Assess the construction of fabric manipulation techniques.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

Fabric manipulation techniques must include a minimum of 8 of the following:

- pinch and fold
- wave tucks
- twisted tucks
- contrast wave tucks
- irregular wave tucks
- box pleats
- flower smocking techniques
- cobblestone patterns

- shirring
- cording
- stuffing/wadding
- ruffles
- using contrasting weights of fabric.

A design for fabric manipulation may include:

- research for a design
- rough sketches
- assessment of the suitability of fabric and thread
- construction techniques
- stitching Techniques
- identifying tools and equipment
- developing patterns/templates
- taking measurements
- development of samples of stitching and construction techniques
- finishing
- order of work.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Fashion and Textiles - Constructed Textiles Studies - Set Brief

Level: Three

Credit Value: 6

Learning Outcomes

The learner will

1. Be able to draft ideas for a constructed textiles set brief.
2. Be able to find and record source material to work from.

Assessment Criteria

The learner can

- 1.1 Develop ideas in response to a constructed textiles set brief
- 1.2 Provide evidence of resulting personal development.
- 2.1 Collate information which:

reflects personal observation and direction
provides evidence of routes of enquiry and derivation of ideassources of reference.

Learning Outcomes

The learner will

3. Be able to apply research, techniques and materials to the production of constructed textile work.
4. Be able to apply technical skills in constructed textiles.
5. Be able to show development of artistic concepts, ideas and solutions within the context of the working brief.
6. Be able to deliver a finished constructed textiles project.

Assessment Criteria

The learner can

3.1 Produce work which shows:

development of research, techniques and materials provides evidence of originality.

4.1 Apply a range of technical skills in the completion of a task.

4.2 Demonstrate technical processes, within the context of the brief

5.1 Generate work which is primarily original in concept.

5.2 Engage in a process where ideas and solutions extend and develop from one to another and show reflection.

5.3 Relate work to a broad context of other art artists and related issues, and make a critique of it informed by that context.

6.1 Produce finished work in response to the set brief

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Information:

AC4.1 A minimum of four technical skills must be evidenced.

AC4.2 A minimum of four processes must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design Module: History of Art

The History of Art and Design 1970 - The Present

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Understand features of Art and Design during the period 1970 to the present.

Assessment Criteria

The learner can

- 1.1 Contextualise a range of works of art from the period 1970 to the present.
- 1.2 Analyse the stylistic characteristics of movements in art and design.
- 1.3 Critically evaluate a single work of art/design from the period 1970 to the present.
- 1.4 Present findings on a chosen movement in art since 1970.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

AC1.2 A minimum of two movements may be given from:

- minimalism
- conceptualism
- neo-expressionism
- Memphis design.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Modern Art 1860-1970

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Understand the features of Modern Art.

Assessment Criteria

The learner can

- 1.1 Contextualise a range of works of art from the Modern Period.
- 1.2 Analyse the stylistic characteristics of Modern movements in art.
- 1.3 Critically evaluate a single work of art from the Modern Period 1860-1970.
- 1.4 Present findings on a chosen movement in Modern Art.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

AC1.2 Must include a minimum of two movements from:

- Impressionism
- Post Impressionism
- Cubism.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Modern Art and Modernists

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Understand the work of the Modernists.
2. Be able to develop artworks which reflect modern art influences.
3. Be able to create a personal sketching book.
4. Be able to evaluate artwork based on modern art influences.

Assessment Criteria

The learner can

- 1.1 Critically examine modern artworks.
- 1.2 Identify Modern Art movements.
- 1.3 Identify the work of modern artists.
- 2.1 Produce artworks which use modern art influences.
- 3.1 Create a personal sketchbook for research and experimentation with modern art influences.
- 4.1 Assess own work in terms of:
 - composition
 - colour
 - originality
 - influences from modern art.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 3 - Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

Unit Assessment Requirements are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

AC1.1 A minimum of two artworks must be evidenced.

AC1.2 A minimum of two modern art movements must be evidenced.

AC1.3 A minimum of four artists working in modern art must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design Module – Painting

Painting Environments

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Be able to observe environments to produce painting(s).

Assessment Criteria

The learner can

- 1.1 Produce preliminary studies of chosen environments.
- 1.2 Evaluate preliminary studies for completed painting(s).
- 1.3 Select media for paintings of environments.
- 1.4 Demonstrate visual discretion in:
 - organising the composition
 - formal elements.
- 1.5 Produce paintings from studies of environments showing:
 - creative interpretation of the subject
 - creative uses of materials and media.

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification. From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas. All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

Assessment Information:

AC1.3 May be evidenced by acrylic, gouache, oil or watercolour.

AC1.4 Must evidence line, tone, colour, texture.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Oil Painting

Level: Three

Credit Value: 3

Purpose and Aim

To develop the use and synthesis of oil painting techniques and mediums in the creation of artwork.

Learning Outcomes

The learner will

1. Be able to use oil painting mediums and techniques.

Assessment Criteria

The learner can

- 1.1 Describe **tools and materials** used in oil painting.

Learning Outcomes

The learner will

2. Be able to plan oil painting artwork.
3. Be able to produce oil painting artwork.

Assessment Criteria

The learner can

- 1.2 Select a palette of colours for oil painting.
- 1.3 Explain **oil painting techniques**.
- 1.4 Create **artwork** that shows the use of oil painting techniques using the palette of colours selected in AC1.2.
- 2.1 Produce a **plan for oil painting** artwork to meet a project brief.
- 2.2 Produce roughs for oil painting artwork planned for AC2.1.
- 2.3 Justify the final selection of a design for oil painting artwork.
- 3.1 Create oil painting artwork to meet a project brief.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 3 - Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

Assessment Information:

Tools and materials

- canvas and other painting surfaces
- thinner
- oils
- turpenoids
- varnish
- gesso
- palette
- palette knife
- brushes: bristle, sable, flat, round, filbert, bright, mop end
- colours.

Oil painting techniques

- sizing
- priming
- indirect painting
- under painting
- wet-on-wet
- dry brush blending
- broken colour painting
- knife techniques: impasto, scraping
- wiping
- repainting
- fresco
- egg tempura
- varnishing.

AC1.4 Evidence for a minimum of six techniques must be created.

Artwork may be evidenced by one or more oil painting products.

A plan for oil painting will include:

- identifying the elements of the brief
- making a personal response to the brief
- collecting information and images
- identifying a composition or image
- the preparation of a surface
- the selection of tools
- the selection of colours
- the selection of techniques
- fluid.

AC1.3 Oil painting techniques and a minimum of four mediums must be evidenced.

AC3.1 A minimum of five techniques and four mediums must be synthesised.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Painting with Acrylic

Level: Three

Credit Value: 3

Purpose and Aim

To develop the use and synthesis of acrylic techniques and mediums in the creation of artwork.

Learning Outcomes

The learner will

1. Be able to use acrylic mediums and techniques.
2. Be able to plan acrylic artwork.
3. Be able to produce acrylic artwork.

Assessment Criteria

The learner can

- 1.1 Explain the use of acrylic mediums in artwork'
- 1.2 Explain the effects that can be achieved with acrylic techniques.
- 1.3 Create **artwork** that shows the use of:

**acrylic mediums
acrylic painting techniques.**

- 2.1 Produce a **plan for acrylic artwork** to meet a project brief.
- 2.2 Produce roughs for the acrylic artwork planned in AC2.1 above'.
- 2.3 Evaluate the final selection of a design for acrylic artwork.
- 3.1 Create artwork to meet the project brief which synthesises acrylic mediums and techniques.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 3 - Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

Unit Assessment Requirements are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

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Assessment Information:

A plan for an acrylic artwork will include:

- identifying the elements of the brief
- making a personal response to the brief

- collecting information and images
- identifying a composition or image
- the selection of a surface
- the selection of tools
- the selection of acrylic mediums
- the selection of techniques
- developing roughs.

Acrylic painting techniques

- flat ash
- graded wash
- variegated wash
- glazing
- impasto
- sgraffito
- brush marks.

Acrylic primers

- primers (gesso)
- cracking medium
- marbling medium
- fabric medium
- flow medium
- retarder medium
- texture medium
- fluid medium.

AC1.3 All techniques and mediums must be evidenced.

AC3.1 A minimum of five techniques and four mediums must be synthesised.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Watercolour Painting

Level: Three

Credit Value: 3

Purpose and Aim

To develop the use and synthesis of watercolour techniques and mediums in the creation of artwork.

Learning Outcomes

The learner will

1. Be able to use watercolour mediums and techniques.
2. Be able to plan watercolour artwork.
3. Be able to produce watercolour artwork.

Assessment Criteria

The learner can

- 1.1 Explain the use of watercolours in artwork.
- 1.2 Explain the effects that can be achieved using watercolour techniques.
- 1.3 Create **artwork** that shows the use of:

watercolour mediums
watercolour painting
techniques.
- 2.1 Produce a **plan for watercolour artwork** to meet a project brief.
- 2.2 Produce roughs for the watercolour artwork planned for AC2.1
- 2.3 Evaluate the final selection of a design for watercolour artwork.
- 3.1 Create a watercolour artwork to meet a project brief which synthesises watercolour medium and techniques.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 3 - Application of Skills
- 5 - Communication and Presentation
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

Unit Assessment Requirements are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

AC1.3 All techniques and mediums must be evidenced.

AC3.1 A minimum of five techniques and four mediums must be synthesised.

Artwork may be evidenced by one or more watercolour products.

A plan for a watercolour artwork will include:

- identifying the elements of the brief
- making a personal response to the brief
- collecting information and images
- identifying a composition or image
- the selection of a surface
- the selection of tools
- the selection of watercolour mediums
- the selection of techniques.

Watercolour wash techniques:

- flat wash
- graded wash
- variegated wash
- wet in wet wash
- wet in dry wash
- dry brush technique
- lifting dry watercolour
- lifting wet watercolour
- splattering
- spray
- scraffito
- stamping
- backwash
- salt
- alcohol
- wax resist.

Watercolour mediums

- granulation
- blending
- lifting
- masking
- texturing
- iridescence
- gum arabic
- ox gall
- aquapasto.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Painting from Life

Level: Three

Credit Value: 3

Learning Outcomes

The learner will

1. Be able to produce paintings from life study.

Assessment Criteria

The learner can

- 1.1 Select media for life study painting.
- 1.2
- 1.3 Evaluate preliminary studies for completed paintings.
- 1.4 Produce paintings from life studies showing:
 - creative interpretation of the subject
 - creative uses of materials and media.

Access to HE Grade Descriptors:

- 2 - Application of Knowledge
- 3 - Application of Skills
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

[Unit Assessment Requirements](#) are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

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Assessment Information:

LO1 May be evidenced by a nude or clothed model, still life, landscape.

AC1.2 May be evidenced by acrylic, gouache, oil, watercolour.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design Module: Portfolio

Portfolio Preparation for Art and Design

Level: Three

Credit Value: 3

Purpose and Aim

To develop knowledge and skills in the preparation of an art and design portfolio for learners progressing to higher education or employment.

Learning Outcomes

The learner will

1. Be able to compile an art and design portfolio.

Assessment Criteria

The learner can

- 1.1 Analyse the content requirements of an art and design portfolio against a **specific objective**.
- 1.2 Select art and design artwork to meet the content requirements of an art and design portfolio.
- 1.3 Lay out art and design artwork in a portfolio with annotation to explain:
 - the development of ideas in the artwork
 - references to sources.
- 1.4 Justify the selection of art and design artwork in a portfolio against the content requirements of a specific objective.

Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

Assessment Information:

Specific objective may be to higher education or employment.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two**.

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design Module: Project

Art and Design Project

Level: Three

Credit Value: 9

Purpose and Aim

To assess the learners ability to produce and present an art/design project.

Learning Outcomes

The learner will

1. Be able to plan an art/design project.
2. Be able to produce an art/design project.
3. Be able to evaluate art/design project work created in response to a project brief.
4. Be able to present art/design project work developed against a project brief.

Assessment Criteria

The learner can

- 1.1 Produce an outline response to a brief for an art/design project.
- 1.2 Research source material to generate evidence and ideas which support a plan for the project.
- 1.3 Produce rough sketches to support the planned project.
- 1.4 Experiment with materials and processes for the planned project. .
- 2.1 Use a range of technical skills in the completion of an art/design project.
- 2.2 Identify and control variation in technical processes throughout a project.
- 2.3 Produce art/design project work.
- 3.1 Evaluate completed project from source to execution.
- 3.2 Evaluate the quality of art/design project work.
- 4.1 Present the art/design project work produced in response to the project brief.

Access to HE Grade Descriptors:

- 1 - Understanding of the Subject
- 2 - Application of Knowledge
- 3 - Application of Skills
- 4 - Use of Information
- 5 - Communication and Presentation
- 6 - Autonomy / Independence
- 7 - Quality

Achievement of this unit should only be graded if being delivered as part of an Access to HE Diploma programme of study.

Assessment Methods:

Unit Assessment Requirements are not prescribed. They remain as a **recommended** approach to assessment where they still reflect the unit specification.

From September 2021, centre devised assessments are permitted for all units on all Agored Cymru Access to HE Diplomas.

All assessment evidence completed As part Of an Agored Cymru Access To HE Diploma Is subject To external moderation.

Assessment Information:

AC 1.4 A minimum of three materials and three processes must be given.

AC 2.1 A minimum of six technical skills must be evidenced.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Art and Design Module: Historical and Contextual Studies

Historical and Contextual Studies

Level: Three

Credit Value: 3

Purpose and Aim

To develop the knowledge and skills of learners in art and design to analyse and contextualise their own artwork using historical references.

Learning Outcomes

The learner will

1. Understand art movements.
2. Be able to assess artwork with reference to the history of art.

Assessment Criteria

The learner can

- 1.1 Analyse art movements.
- 2.1 Analyse how art movements are contextualised within the artwork of others.
- 2.2 Analyse how art movements are contextualised within their own artwork.

Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

Assessment Information:

AC1.1 A minimum of three art movements must be analysed and include:

- theoretical background to the movement
- the exponents
- genre
- design styles
- execution.

AC2.1 A minimum of two artworks must be evidenced.

AC2.2 A minimum of two artworks must be evidenced, selected from contrasting periods or movements.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Academic Skills L3 ungraded

Academic Skills

Level: Three

Credit Value: 3

Purpose and Aim

To provide opportunities for learners to demonstrate the academic skills needed to complete assessments on Access to Higher Education Diplomas.

Learning Outcomes

The learner will

1. Be able to plan and complete a written academic assessment.

2. Be able to plan and deliver an academic presentation.

Assessment Criteria

The learner can

1.1 Plan a written academic assessment showing logical structure.

1.2 Make use of source material.

1.3 Produce a written academic assessment.

2.1 Plan an academic presentation with a logical structure for an intended audience.

2.2 Summarise information from a range of sources.

2.3 Deliver an academic presentation using a range of techniques.

Learning Outcomes

The learner will

3. Be able to participate in an academic discussion.

4. Be able to take notes.

5. Be able to reference source material.

Assessment Criteria

The learner can

3.1 Prepare to participate in an academic discussion.

3.2 Participate in an academic discussion.

3.3 Produce a summary of an academic discussion.

4.1 Produce notes from a variety of sources.

5.1 Apply referencing in line with established academic conventions to indicate the use of sources.

Assessment Methods:

Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

Assessment Information:

AC1.2 Can include digital and non-digital source material.

AC1.3 The **written academic assessment** may be an essay or a report and must be produced for a graded unit with academic subject content.

AC2.1 The **intended audience** must comprise of two people including the assessor.

AC2.3 **Presentation techniques** can be variable and may include digital resources. Learners may deliver a presentation based on an academic poster that they have produced. Delivery can be either face to face or online. Online presentations can be either delivered synchronously or asynchronously. The presentation must be approximately 15 minutes in length.

AC4.1 Sources may include lectures, presentations and written texts.

Evidence generated for the unit Access to HE Investigative Project / Extended Essay cannot be used for evidence for this unit.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Study Skills L3 ungraded

Thinking Skills

Level: Three

Credit Value: 3

Purpose and Aim

This unit provides learning opportunities for developing thinking skills and embedding these skills across a range of tasks and learning.

Learning Outcomes

The learner will

1. Understand methods of improving thinking skills.
2. Be able to apply a range of thinking skills.
3. Understand their development in the context of thinking skills.

Assessment Criteria

The learner can

- 1.1 Describe **methods** of developing thinking skills.
- 1.2 Evaluate a method of developing thinking skills.
- 2.1 Evaluate own thinking skills used in assessments.
- 2.2 Create a reflective portfolio.
- 3.1 Evaluate their progress in terms of reflective practice and thinking skills.

Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

Assessment Information:

AC1.1 A minimum of two methods.

AC2.1 A minimum of two assessments completed for units with academic subject content.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Planning and Time Management

Level: Three

Credit Value: 3

Purpose and Aim

This unit provides opportunities for the learner to plan, prepare and set targets as part of an overall time management strategy for study.

Learning Outcomes

The learner will

1. Understand personal planning needs and time management issues.
2. Be able to plan a programme of study.
2. Be able to assess programme/timetables to achieve goals.

Assessment Criteria

The learner can

- 1.1 Evaluate their own time management skills in relation to study.
- 1.2 Develop a weekly study timetable.
- 1.3 Identify the **problems and solutions** to the implementation of the timetable
- 1.4 Meet deadlines when submitting assessed work.
- 2.1 Review their study plans to establish potential revisions to timetables.

Assessment Methods:

Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

Assessment Information:

- AC1.2 To consider workload, time available and possible unforeseen circumstances.
 AC1.3 A minimum of two **potential problems and solutions**.
 AC1.4 Across all formal assessments.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Level: Three
Credit Value: 3

The unit will provide the learner with opportunities to develop their examination and revision techniques and overall planning.

The learner will

The learner can

- 1.1** Analyse their strengths and weaknesses in relation to examination strategies.
- 1.2** Develop detailed personal revision strategies/plans to prepare for an examination.
- 2.1** Produce evidence of planning activities undertaken as part of the examination process.
- 2.2** Produce relevant, structured and substantial answers to the questions set within the time allowed.

- 2.3** Communicate answers clearly, concisely and accurately in a required format using necessary conventions.

Learning Outcomes

The learner will

3. Be able to evaluate revision and examination performance.

Assessment Criteria

The learner can

- 3.1 Evaluate own revision schedule.
- 3.2 Evaluate own stress management skills.
- 3.3 Evaluate own strengths and weaknesses in exams.

Assessment Methods:

Unit assessment requirements are no longer prescriptive. They are recommended assessment plans. Centres can devise their own assessment plan for this unit.

Assessment Information:

AC2.1: For example, mind-mapping, rough plans.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Academic Writing

Level: Three

Credit Value: 3

Purpose and Aim

To enable the learner to understand how to:

- use punctuation and grammar in writing
- prepare for a piece of extended writing
- bring together ideas and information from different sources
- produce a piece of extended writing.

Learning Outcomes

The learner will

1. Understand the correct use of punctuation and grammar in writing.

Assessment Criteria

The learner can

- 1.1 Explain the purpose of the following punctuation marks:

colon
semicolon

Learning Outcomes

The learner will

2. Understand how to prepare for a piece of extended writing.
3. Know how to bring together ideas and information from different sources.
4. Be able to produce a piece of extended writing.

Assessment Criteria

The learner can

hyphen
apostrophe.

- 1.2 Give examples of the use of the marks in 1.1 within own writing.
- 1.3 Explain the use of coordinating and subordinating conjunctions.
- 1.4 Explain how to punctuate quoted statements within a piece of writing.
- 1.5 Explain the following grammatical errors:

comma splice
pleonasm
run on sentences.

- 1.6 Explain the key features of a well-structured paragraph.
- 2.1 Identify the purpose and audience for a piece of extended writing.
- 2.2 Describe key features of the genre to be used.
- 3.1 Define the term plagiarism.
- 3.2 Make notes from reading on the selected topic.
- 3.3 Record references to reading accessed.
- 4.1 Produce a piece of extended writing which demonstrates the correct use of grammar and punctuation.

Assessment Methods:

There are no prescribed assessment methods for this unit. Assessments used should be fit for purpose for the unit and learners, and generate evidence of achievement for all the assessment criteria.

Assessment Information:

AC1.1 The possessive and omission use of the apostrophe must be explained.

AC1.2 A minimum of two examples of each.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Digital Information Literacy (new unit)

Level: **Three**
Credit Value: **3**

Purpose and Aim:

To understand how search history is used by third parties. To use and evaluate the digital information to complete complex tasks.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will	The learner can
1. Understand techniques used to gather and evaluate digital information.	<p>1.1 Explain how search results may be manipulated by a variety of processes.</p> <p>1.2 Explain techniques used by third parties to gather information about website users.</p> <p>1.3 Explain the advantages and limitations of digital information.</p> <p>1.4 Explain ways to evaluate digital information.</p>
2. Be able to search for, evaluate and use digital information to complete a complex task.	<p>2.1 Plan a complex task requiring the application of digital information.</p> <p>2.2 Use advanced search techniques to obtain the required information.</p> <p>2.3 Justify his/her choice of search engine.</p> <p>2.4 Evaluate the results of the searches in 3.2.</p> <p>2.5 Organise, classify and save the information in a structured format so that it can be applied to the task in 3.1.</p>
3. Be able to use and review digital information to complete a task.	<p>3.1 Use digital information found in 2.4 to complete the complex task stated in 2.1.</p> <p>3.2 Evaluate the appropriateness of the information obtained for the stated task.</p>

NOS:

Other Mappings:

Assessment Methods:

Assessment Evidence:

Assessment Information:

2.1 The task should be of a complexity appropriate to the level of the unit and require the application of at least three different items of digital information.

For example: Research for an assignment or enterprise project, research for presentations, research to provide advice and guidance.

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Prerequisites:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.

Professional Behaviours (new unit)

Level: Three
Credit Value: 3

LDCS: PA1
Sector: 1.3
GLH: 12

Purpose and Aim

To provide opportunities for learners to Identify the professional behaviours relevant to a professional setting

Learning Outcomes

The learner will

1. Understand the characteristics required to work in a professional setting.

2. Understand effective communication and team working skills.

Assessment Criteria

The learner can

1.1 Analyse the characteristics required to work in a professional setting with reference to associated principles and concepts of professionalism.

2.1 Distinguish between effective and ineffective skills with reference to a relevant model for each of the following:

communication
teamwork.

Learning Outcomes

The learner will

Assessment Criteria

The learner can

	<p>2.2 Evaluate the effectiveness of own communication skills, with reference to:</p> <p>verbal skills non-verbal skills.</p> <p>2.3 Evaluate own team working skills.</p>
<p>3. Know how to manage risk and deal effectively with problems.</p>	<p>3.1 Summarise the principles of risk management and problem-solving.</p> <p>3.2 Explain how to solve a problem and manage any associated risk, using an actual or hypothetical problem relevant to a professional setting.</p>
<p>4. Reflect on own skills and develop a personal and professional development plan.</p>	<p>4.1 Evaluate their own skills against those expected in a professional setting using a chosen model of reflective practice.</p> <p>4.2 Identify own development needs based on evaluations in 4.1.</p> <p>4.3 Produce a plan to meet personal and professional development objectives based on an evaluation of different options.</p> <p>4.4 Reflect on own performance against the plan, identifying learning needs for the future throughout the duration of the Access to HE Diploma.</p>

Assessment Methods:

It is recommended that this unit is assessed by way of a reflective learning journal in part or in its entirety.

Assessment Information:

AC1.1 Learners to identify a professional setting associated with their intended progression route

AC4.1 Learners must evaluate the skills they have developed through their particular life experiences. This may include work (paid or voluntary), education, travel, family commitments.

If not specifically stated in the assessment information, **a plural statement in any assessment criterion means a minimum of two.**

Assessor Requirements:

There is no information regarding specific assessor requirements for this unit. Centres should select assessors who are trained in assessment, and who have subject specific competence to assess at this level.