



Qualification Specification:

OCN NI Level 2 Certificate in Art and Design

- **Qualification No: 603/4984/0**

Version: 2.0



1. Specification Updates

Key changes have been listed below:

Section	Detail of change	Version and date of issue
Specification	New format and scope	V2.0- September 2025

2. Contents

1. Specification Updates	2
2. Contents	3
3. Introduction to Open College Network Northern Ireland (OCN NI) ..	5
4. About this Specification.....	6
4.1 Additional Support	7
5. About this Qualification	8
5.1 Qualification Regulation Information	8
5.2 Sector Subject Area	8
5.3 Grading	9
5.4 Qualification's Aim and Objectives	9
5.5 Target Learners	9
5.6 NI Entitlement Framework.....	9
5.7 Entry Requirements	9
5.8 Progression	9
5.9 Delivery Language.....	10
6. Centre Requirements for Delivering this Qualification	11
6.1 Centre Recognition	11
6.2 Qualification Approval	11
6.3 Centre Staffing.....	11
6.4 Tutor Requirements	12
6.5 Assessor Requirements	12
6.6 Internal Quality Assurer Requirements	13
7. Qualification Structure	14
7.1 Qualification Purpose	14
7.2 Qualification Level	14
7.3 Qualification Size.....	14
7.4 How to Achieve the Qualification.....	14
8. Assessment Structure	15
8.1 Assessment Guidance: Portfolio	15
8.2 Understanding the Units.....	15
9. Qualification Summary by Unit.....	16
10. Unit Content	18
10.1 Project Design	18
10.2 Colour Theory and Design	21
10.3 Contextual Studies in The Early Twentieth Century	24
10.4 Making Ceramics	26
10.5 Drawing Application Methods.....	29
10.6 Drawing Development Methods.....	33
10.7 Drawing Methods for Painting	37
10.8 Life Drawing.....	40
10.9 Linear Drawing.....	43
10.10 Materials Exploration	46
10.11 Mixed Media Painting Methods	49
10.12 Painting Methods and Appropriation	52
10.13 Produce and Present an Item of Jewellery	55
10.14 Craft Work	57

10.15	Design and Produce a Mosaic	59
10.16	Garment Construction	62
10.17	Painting Techniques - Surface and Form	66
10.18	Preparing for a Career or Further Study in the Creative and Cultural Industries	69
10.19	Surface Pattern Methods - Pattern Repeat	72
10.20	Tonal Drawing Methods	75
10.21	Use Materials to Create and Present Surface Patterns	77
10.22	Botanical Illustration	79
11.	Quality Assurance of Centre Performance.....	82
11.1	Internal Quality Assurance	82
11.2	Internal Quality Assurance	83
11.3	Documentation.....	84
11.4	External Quality Assurance	84
11.5	Standardisation	85
12.	Administration.....	86
12.1	Registration	86
12.2	Certification	86
12.3	Charges.....	86
12.4	Equality, Fairness and Inclusion	86
12.5	Retention of Evidence	87
12.6	Appendix 1 - Definition of OCN NI's Assessment Verbs	89

3. Introduction to Open College Network Northern Ireland (OCN NI)

The Open College Network Northern Ireland (OCN NI) is a UK recognised awarding organisation based in Northern Ireland. We are regulated by CCEA Regulation to develop and award regulated professional and technical (vocational) qualifications from Entry Level up to and including Level 5 across all sector areas. In addition, OCN NI is also regulated by Ofqual to award qualifications in England.

OCN NI is also an educational charity that advances education by developing nationally recognised qualifications and recognising the achievements of learners. We work with centres such as Further Education Colleges, Private Training Organisations, Voluntary & Community Organisations, Schools, SME's and Public Sector bodies to provide learners with opportunities to progress into further learning and/or employment. OCN NI's Strategic Plan can be found on the OCN NI website www.ocnni.org.uk.

For further information on OCN NI qualifications or to contact us, you can visit our website at www.ocnni.org.uk. The website should provide you with details about our qualifications, courses, contact information, and any other relevant information you may need.

OCN NI Contact Details

Open College Network Northern Ireland
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90 463990
Website: www.ocnni.org.uk
Email: info@ocnni.org.uk

4. About this Specification

This specification details OCN NI's specific requirements for the delivery and assessment of the **OCN NI Level 2 Certificate in Art and Design**.

This specification will provide guidelines for centres to ensure the effective and correct delivery of this qualification. OCN NI qualification specifications are based on research and engagement with the practitioner community to ensure they provide appropriate skills and knowledge for learners.

The qualification specification will detail the following aspects of the OCN NI Level 2 Certificate in Art and Design

- **Qualification Features:** this includes the key characteristics and features of this qualification, such as its intended audience, purpose, and credit value.
- **Centre Requirements:** this details the prerequisites and obligations that centres must fulfil to be eligible to deliver and assess this qualification. These include guidelines on staff qualifications, resources, and required procedures.
- **Structure and Content:** this details the structure and content of the qualification including units, and any specific content that learners will be required to study.
- **Assessment Requirements:** this details assessment criteria and assessment methods for this qualification, ensuring that summative assessment approaches are clear.
- **Quality Assurance:** the quality and consistency of delivery and assessment of this qualification are of paramount importance to OCN NI. The mandatory quality assurance arrangements including processes for internal and external quality assurance that all centres offering this qualification must adhere to are detailed.
- **Administration:** guidance on the administrative aspects of delivering this qualification, including registration, certification and record-keeping.
- Reference to other handbooks and policies as appropriate to the qualifications.

It is important to note that OCN NI will communicate any significant updates or changes to this specification in writing to our centres. Additionally, we will make these changes available on our official website at www.ocnni.org.uk.

To stay current, please refer to the online version of this specification as it is the most authoritative and up-to-date publication. Be aware that downloaded and printed copies may not reflect the latest revisions.

4.1 Additional Support

OCN NI offers a comprehensive range of support services designed to assist centres in meeting the delivery and quality assurance requirements of OCN NI qualifications. These services include:

- **Learner Assessment Booklets:** These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Specimen Assessment Materials:** These booklets are created to assist learners in demonstrating the fulfilment of assessment criteria and organising the quality assurance prerequisites for each individual unit.
- **Qualification Support Pack:** A support pack has been developed to support centres in the delivery of this qualification. The pack includes planning and assessment templates, guides to best practice, etc.
- **Professional Development for Educators:** OCN NI provides opportunities for professional development tailored to meet the various needs of practitioners and quality assurance staff. Centres can join our training sessions, available in both face-to-face and online formats, or explore a wealth of training materials by visiting www.ocnni.org.uk
- **OCN NI Subject Advisors:** Our team of subject advisors offers vital information and support to centres. They provide guidance on specification details, non-exam assessment advice, updates on resource developments, and various training opportunities. They actively engage with subject communities through an array of networks to facilitate the exchange of ideas and expertise, to support practitioners to provide quality education programs to learners.

All centres can access information, support and guidance to support the delivery and quality assurance of this qualification by contacting their designated Business Development Advisor or by contacting us on [Contact Us | OCN NI](#)

5. About this Qualification

5.1 Qualification Regulation Information

OCN NI Level 2 Certificate in Art and Design

Qualification Number: 603/4984/0

Operational start date: 15 August 2019

Review Date: 31 July 2029

The qualification's operational start and end dates define the regulated qualification's lifecycle. The operational end date is the final date for learner registration, while learners have until the certificate end date to complete the qualification and receive their certificates.

It is important to note that all OCN NI regulated qualifications are listed on the Register of Regulated Qualifications (RQF), which can be found at [Ofqual Register](#). This register is maintained by Ofqual in England and CCEA Regulation in Northern Ireland. It contains information about qualifications that are regulated and accredited. It is a key resource for learners, employers, and educational institutions to verify the status and recognition of qualifications.

Centres must adhere to administrative guidelines diligently, with special attention to the fact that fees, registration, and certification end dates for the qualification may be subject to changes. It is a centre's responsibility to make itself aware of updates on any modifications to ensure compliance with the latest requirements. OCN NI provides centres with timely updates through various channels including website, newsletters and through this specification. Information on qualification fees can be found on the Centre Login section of the OCN NI website www.ocnni.org.uk .

5.2 Sector Subject Area

A subject sector area is a specific category used to classify academic and vocational qualifications. Subject sector areas are part of the educational and qualifications framework to organise and categorise qualifications. The sector subject for this qualification is:

Subject Area: 9.2 Crafts, creative arts and design

NOS:

[CCSDES10 – Create visual designs](#)

[CCSCR5 – Create a design brief for craft](#)

[CCSDES8 – Explore the use of colour in a creative environment](#)

[PROCC01 – Contribute to health, safety and the environment](#)

[CCSR9 – Produce a drawing or sketch, working stage or rough, sample, model or prototype of craft](#)

[CCSJ32 – Produce jewellery, silverware or engraving templates from detailed specifications](#)

[CCSJ2.1 – Contribute to keeping the workshop tidy and safe](#)

[CCSJ2.7 – Produce formed jewellery or silverware components](#)

[Set up to work as a freelancer in creative and cultural industries](#)

5.3 Grading

Grading for this qualification is pass/fail.

5.4 Qualification's Aim and Objectives

Qualification's Aim

The OCN NI Level 2 Certificate in Art and Design qualification has been developed to provide learners with an opportunity to develop the knowledge, understanding and skills needed to contribute to art and design activities.

Qualification's Objectives

The objectives of the OCN NI Level 2 Certificate in Art and Design are to enable learners to:

- develop creative, imaginative and intuitive skills when undertaking art and design activities
- develop practical skills when experimenting/exploring with a broad range of methods and materials

The qualification provides flexibility and choice in the delivery of units and provides learners with the opportunity to specialise in preferred areas of art and design.

5.5 Target Learners

The qualification is targeted at individuals wishing to pursue a career in Art and Design and/or who wish to develop their skills in this area.

5.6 NI Entitlement Framework

OCN NI has a wide range of vocational and technical qualifications available to offer in schools through the [Entitlement Framework](#). The NIEFQAN file shows details of GCSE Guided Learning Hours (GLHs) size equivalences for level 1 and level 2 qualifications, and A-level Guided Learning Hours (GLH) size equivalences for qualifications at level 3.

The system is designed to enable schools to report their performance. The information on GLHs/size equivalency applies only to the allocation of school performance points.

It is not intended for use in relation to the equivalency of qualifications for employment and/or further/higher education purposes.

5.7 Entry Requirements

There are no formal restrictions on entry. No prior knowledge of art and design is required. Learners should be at least 14 years of age on completion of the qualification and receive appropriate advice and guidance on the suitability of the qualification.

5.8 Progression

The qualification will provide learners with the opportunity to progress to level 3 qualifications in art and design and/or broader arts qualifications. It may also lead to employment/self-employment within the creative and cultural industries.

5.9 Delivery Language

This qualification is exclusively available in English. If there is a desire to offer this qualification in Welsh or Irish (Gaeilge), we encourage you to get in touch with OCN NI. They will assess the demand for such provisions and, if feasible, provide the qualification in the requested language as appropriate.

6. Centre Requirements for Delivering this Qualification

6.1 Centre Recognition

New and existing OCN NI recognised centres must apply for and be granted approval to deliver this qualification prior to the commencement of delivery.

6.2 Qualification Approval

Once a centre has successfully undergone the Centre Recognition process, it becomes eligible to apply for qualification approval. The centre's capability to meet and sustain the qualification criteria will be assessed. Throughout the qualification approval process, OCN NI will aim to ensure that:

- centres possess suitable physical resources (e.g., equipment, IT, learning materials, teaching rooms) to support qualification delivery and assessment
- centre staff involved in the assessment process have relevant expertise and/or occupational experience
- robust systems are in place for ensuring ongoing professional development for staff delivering the qualification
- centres have appropriate health and safety policies concerning learner equipment use
- qualification delivery by centres complies with current equality and diversity legislation and regulations
- as a part of the assessment process for this qualification it may be useful for learners to have access to a practical work setting

6.3 Centre Staffing

To offer this qualification centres are mandated to establish the following roles as a minimum, although a single staff member may serve in more than one capacity*:

- Centre contact
- Programme Co-ordinator
- Assessor
- Internal Quality Assurance (IQA)

*Note: An individual cannot serve as an IQA for their own assessments.

6.4 Tutor Requirements

Tutors responsible for delivering this qualification are expected to possess a high degree of occupational competency. They should meet the following criteria:

- **Occupational Competency:** Tutors should demonstrate a clear understanding of the subject matter, including up-to-date knowledge. They should also have a minimum of one year's relevant experience in this area. This competence should enable them to effectively impart knowledge and practical skills to learners.
- **Qualifications:** Tutors should hold qualifications at a level that is at least one level higher than the qualification they are teaching. This ensures that they have the necessary academic foundation to provide in-depth guidance and support to learners.

These requirements collectively ensure that learners receive instruction from highly qualified and experienced instructors, thereby enhancing the quality and effectiveness of their educational experience.

6.5 Assessor Requirements

The assessment of this qualification takes place within the centre and is subjected to OCN NI's rigorous quality assurance procedures. The achievement of individual units is based on the criteria defined in each unit.

Assessors play a pivotal role in ensuring the validity and fairness of assessments. They are required to meet the following criteria:

- **Occupational Competency:** Assessors should possess a high degree of occupational competency in the relevant subject matter. This expertise enables them to accurately evaluate and measure a learner's knowledge and skills. Additionally, they should hold qualifications at a level that is at least one level higher than the qualification they are assessing, ensuring their in-depth understanding of the subject matter.
- **Assessment Expertise:** Assessors should have direct or related experience in the field of assessment. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **Assessors Qualification:** Assessors should hold or be currently undertaking a recognised assessor's qualification; or must have attended the OCN NI Assessment Training.
- **Comprehensive Assessment Oversight:** Assessors are responsible for evaluating all assessment tasks and activities comprehensively. They must thoroughly review and assess each element to ensure a fair and accurate representation of a learner's skills and knowledge.

These rigorous requirements uphold the quality and integrity of the qualification's assessment process, ensuring that learners receive a fair and reliable evaluation of their competencies.

6.6 Internal Quality Assurer Requirements

The Internal Quality Assurer plays a crucial role in the centre's internal quality assurance processes. The centre must designate a skilled and trained IQA who assumes the role of an internal quality monitor responsible for verifying the delivery and assessment of the qualification.

The Internal Quality Assurer for this qualification must meet the following criteria:

- **IQA Expertise:** IQA should have direct or related experience in the field of internal assurance and have at least one year's occupational experience in the areas they are internally quality assuring. This includes knowledge of best practices in designing, conducting, and grading assessments. Their expertise ensures that assessments are both fair and valid.
- **IQA Qualification:** IQA should hold or be currently undertaking a recognised IQA qualification or must have attended the OCN NI IQA Training.
- **Thorough Evaluation of Assessment Tasks and Activities:** IQAs are tasked with conducting in-depth reviews and assessments of all assessment tasks and activities. Their responsibility is to ensure a comprehensive and meticulous oversight of each element to guarantee a just and precise reflection of a learner's abilities and knowledge and to ensure that all assessment and quality assurance requirements are fulfilled.

7. Qualification Structure

7.1 Qualification Purpose

The purpose of the OCN NI Level 2 Certificate in Art and Design is to help learners to develop creative, imaginative and intuitive skills through art and design activities. Furthermore, it aims to enhance their practical skills by experimenting with a wide range of materials and methods. It also provides flexibility and choice by allowing learners to specialise in areas of personal interest within art and design and prepares learners for further study or a career in the creative and cultural industries.

7.2 Qualification Level

In the context of the OCN NI Level 2 Certificate in Art and Design it is essential to understand the significance of qualification levels, as they play a pivotal role in assessing the depth and complexity of knowledge and skills required for successful attainment. This qualification aligns with Level 2, which signifies a moderate level of difficulty and intricacy. It's important to note that qualification levels in the educational framework range from Level 1 to Level 8, complemented by three 'entry' levels, namely Entry 1 to Entry 3.

7.3 Qualification Size

Total Qualification Time (TQT)

This represents the total amount of time a learner is expected to spend to complete the qualification successfully. It includes both guided learning hours (GLH) and independent study or additional learning time.

Guided Learning Hours (GLH)

These are the hours of guided instruction and teaching provided to learners. This may include classroom instruction, tutorials, or other forms of structured learning.

OCN NI Level 2 Certificate in Art and Design	
Total Qualification Time (TQT):	150 hours
Total Credits Required:	15 credits
Guided Learning Hours (GLH):	120 hours

7.4 How to Achieve the Qualification

To achieve the **OCN NI Level 2 Certificate in Art and Design** learners must complete a minimum of 15 credits from the optional units.

8. Assessment Structure

This qualification is assessed through internal assessment and each unit is accompanied by specific assessment criteria that define the requirements for achievement.

8.1 Assessment Guidance: Portfolio

The portfolio for this qualification is designed to provide a comprehensive view of a learner's skills and knowledge. It is a holistic collection of evidence that may include a single piece of evidence that satisfies multiple assessment criteria. There is no requirement for learners to maintain separate evidence for each assessment criterion.

When learners are creating their portfolio, they should refer to the assessment criteria to understand the evidence required. Explanations of command words/verbs used in the assessment criteria can be found in [Appendix 1](#) of this document.

It is essential that the evidence in the portfolio reflects the application of skills in real-world situations. Learners should ensure that they provide multiple examples or references whenever the assessment criteria require it.

8.2 Understanding the Units

The units outlined in this specification establish clear assessment expectations. They serve as a valuable guide for conducting assessments and ensuring quality assurance efficiently. Each unit within this specification follows a consistent structure. This section explains the operational framework of these units. It is imperative that all educators, assessors, Internal Quality Assurers, and other personnel overseeing the qualification review and familiarise themselves with this section to ensure a comprehensive understanding of how these units function.

- **Title:** The title will reflect the content of the unit and should be clear and concise.
- **Level:** A unit can have one of six RQF levels: Entry, One, Two, Three, Four or Five. All units within this qualification are Level 2.
- **Credit Value:** This describes the number of credits ascribed to a unit. It identifies the number of credits a learner is awarded upon successful achievement of the unit. One credit is awarded for the learning outcomes which a learner, on average, might reasonably be expected to achieve in a notional 10 hours of learning.
- **Learning Outcome:** A coherent set of measurable achievements.
- **Assessment Criteria:** These enable a judgement to be made about whether or not, and how well, the students have achieved the learning outcomes.
- **Assessment Guidance and Methods:** These detail the different assessment methods within the unit that may be used.
- **Unit Content:** This provides indicative content to assist in teaching and learning.
- **Scope:** This provides possible teaching content.

9. Qualification Summary by Unit

OCN NI Level 2 Certificate in Art and Design

In order to achieve the OCN NI Level 2 Certificate in Art and Design the learner must successfully complete a minimum of 15 credits from the optional units.

Total Qualification Time (TQT) for this qualification: 150 hours
 Guided Learning Hours (GLH) for this qualification: 120 hours

Unit Reference Number	OCN NI Unit Code	Unit Title	Credit Value	GLH	Level
<i>Optional Units</i>					
M/617/7446	CBE599	Project Design	4	32	Two
T/617/7447	CBE600	Colour Theory and Design	3	24	Two
A/617/7448	CBE601	Contextual Studies in The Early Twentieth Century	3	24	Two
F/617/7449	CBE602	Making Ceramics	3	24	Two
T/617/7450	CBE603	Drawing Application Methods	3	24	Two
A/617/7451	CBE604	Drawing Development Methods	3	24	Two
J/617/7453	CBE605	Drawing Methods for Painting	3	24	Two
F/617/7452	CBE606	Life Drawing	3	24	Two
L/617/7454	CBE607	Linear Drawing	3	24	Two
R/617/7455	CBE608	Materials Exploration	3	24	Two
Y/617/7456	CBE609	Mixed Media Painting Methods	3	24	Two
D/617/7457	CBE610	Painting Methods and Appropriation	3	24	Two
H/617/7458	CBE611	Produce and Present an Item of Jewellery	3	24	Two
K/617/7459	CBE612	Craft Work	3	24	Two
D/617/7460	CBE613	Design and Produce a Mosaic	3	24	Two
H/617/7461	CBE614	Garment Construction	3	24	Two
K/617/7462	CBE615	Painting Techniques - Surface and Form	3	24	Two
M/617/7463	CBE616	Preparing for a Career or Further Study in the	3	24	Two

		Creative and Cultural Industries			
<u>T/617/7464</u>	CBE617	Surface Pattern Methods - Pattern Repeat	3	24	Two
<u>A/617/7465</u>	CBE618	Tonal Drawing Methods	3	24	Two
<u>F/617/7466</u>	CBE619	Use Materials to Create and Present Surface Patterns	3	24	Two
<u>M/650/2451</u>	CBF808	Botanical Illustration	3	24	Two

10. Unit Content

10.1 Project Design

Title	Project Design
Level	Two
Credit Value	4
Guided Learning Hours (GLH)	32
OCN NI Unit Code	CBE599
Unit Reference No	M/617/7446

Unit purpose and aim(s): This unit will enable the learner to produce a final product using a design project brief.

Learning Outcomes	Assessment Criteria
1. Be able to produce a design project brief.	1.1. Describe the key elements of a design project brief. 1.2. Produce a design project brief incorporating realistic timescales.
2. Be able to use project ideas to inform a final product.	2.1. Use a sketchbook and/or journal to capture development ideas through all stages of production and design to inform a final product.
3. Be able to produce the final product.	3.1. Create the final product in line with the design brief and work schedule using appropriate practical and technical skills.
4. Be able to reflect on own design work used in the final product.	4.1. Assess final product highlighting good design features and identifying areas for improvement.
5. Be aware of health and safety procedures in the studio.	5.1. Follow health and safety procedures in the studio.

Assessment Guidance:

CCSDES10 – Create visual designs

CCSCR5 – Create a design brief for craft

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes	Unit Title: Project Design
1. Be able to produce a design project brief.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • A design project brief will cover the project context, the problem to be solved, target audience, user needs, functionality, requirements, aesthetics, constraints like size/time. • A brief may also have some initial thoughts or ideas. • Creating Gantt charts or work schedules. • Use of action plans to outline roles, responsibilities and deadlines. • Monitoring progress; adjusting timelines realistically.
2. Be able to use project ideas to inform a final product.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Using sketchbooks/journals to show idea development referencing other relevant artists. • Articulate how the work of other artists has influenced your design process. • Producing rough sketches and design prototypes through all production stages.
3. Be able to produce the final product.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Relevant techniques related to project.
4. Be able to reflect on own design work used in the final product.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Structured self-evaluation at each stage looking at strengths, weaknesses and areas for development. • Articulate how your understanding changes as you progressed through your project. • Peer critique and tutor feedback integration. • You may wish to use a reflection model such as Gibbs or Rolfe.
5. Be aware of health and safety procedures in the studio.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Safe handling of materials (appropriate ventilation, PPE). • Correct storage of materials. • Safe use of tools. • Understanding COSHH regulations where applicable. • Keeping the workspace organised and hazard-free. • Safe disposal of materials. • Awareness of ergonomic working practices (posture, breaks).

- Emergency procedures: first aid, fire safety, and spill management.

10.2 Colour Theory and Design

Title	Colour Theory and Design
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE600
Unit Reference No	T/617/7447

Unit purpose and aim(s): This unit will enable the learner to understand colour theory and design and its impact on design planning.

Learning Outcomes	Assessment Criteria
1. Understand the terminology and concepts employed by colour.	1.1. Describe the terminology, concepts and characteristics within colour schemes.
2. Be aware of the elements of the colour spectrum.	2.1. Illustrate the colour spectrum highlighting primary, secondary and tertiary colours. 2.2. Describe how various systems have attempted to standardise colour.
3. Be aware of the relevance of colour in different historical periods.	3.1. Describe the historical associations linked to colour. 3.2. Apply elements of design in a contemporary and historical context.
4. Be aware of the psychological associations linked to colour.	4.1. Describe the significance of psychological associations when design planning and how they can be utilised.
5. Be aware of the spatial impact of colour.	5.1. Describe the impact of colour on an individual's perception of space.

Assessment Guidance:

NOS

CCSDES8 – Explore the use of colour in a creative environment

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes		Unit Title: Colour Theory and Design
1. Understand the terminology and concepts employed by colour.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Hue, saturation, value terminology. • Colour analysis in existing projects or plans. • Monochromatic – using variations of one colour by adding white tints, black shadows and grey tones to colours. • Harmonious – colours which sit next to each other on the colour wheel. • Complementary schemes – colours opposite to each other on the colour wheel.
2. Be aware of the elements of the colour spectrum.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Visible spectrum and how the eye perceives colour. • Primary colours of red, yellow and blue that cannot be mixed from other colours. • Secondary colours which are formed by mixing two primary colours. • Tertiary colour which are formed by mixing a primary and secondary colour. • Overview of Munsell, Pantone, RGB/CMYK standards.
3. Be aware of the relevance of colour in different historical periods.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Symbolism and use of colour in historical periods (e.g., Medieval, Bauhaus, Pop Art). • Availability of materials, equipment and technology in historical periods e.g. prehistory, renaissance, industrial revolution. • Use of colour to represent world events and societal movements e.g. during war and conflict, genocide, slavery, oppression. • Compare past vs contemporary uses.
4. Be aware of the psychological associations linked to colour.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Emotional impact of colour (calming blues, energising reds). • Colour strength and temperature and their psychological responses. • Colour meanings in different contexts and cultures • Case studies: branding, interior design, fashion. • Analyse how colour can set specific moods, evoke an emotional response, communicate intended messages or influence behaviour e.g. green is often used for eco-friendly initiatives, red evokes a sense of urgency or warning.

	<ul style="list-style-type: none"> • Reflect on how brand designers use colour to create an identity that resonates with their target audience.
<p>5. Be aware of the spatial impact of colour.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Light, cool colours can create illusion of greater space. • Dark, warm colours can make spaces feel more intimate, enclosed and cosy. • Interior design techniques including accent walls, ceiling colour, highlighting elements, colour continuity, visual balance.

10.3 Contextual Studies in The Early Twentieth Century

Title	Contextual Studies in The Early Twentieth Century
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE601
Unit Reference No	A/617/7448

Unit purpose and aim(s): This unit will enable the learner to identify factors influencing art in the twentieth century along with other socio-cultural issues.

Learning Outcomes	Assessment Criteria
1. Understand what influenced art, including its practice and artists during the early twentieth century.	1.1. Summarise what influenced art, including its practice and artists during the early twentieth century.
2. Be aware of the links between artistic production and socio-cultural issues.	2.1. Describe the links between artistic production and socio-cultural issues.
3. Be able to undertake a research project which imitates early twentieth century art.	3.1. Research, plan and produce a piece which imitates early twentieth century art. 3.2. Assess own work identifying areas for improvement.
4. Be aware of health and safety procedures in the studio.	4.1. Follow health and safety procedures in the studio.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes		Unit Title: Contextual Studies in The Early Twentieth Century
1. Understand what influenced art, including its practice and artists during the early twentieth century.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Movements such as cubism, futurism, abstract, surrealism, art deco, pop art, minimalism • Social/political context: industrialisation, wars, technological change, changing cultural attitudes. • Changing role of the artist from using patronage where subject matter was dictated and used traditional styles to more creative freedom, self-expression, innovation, social commentary.
2. Be aware of the links between artistic production and socio-cultural issues.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Social/political context: industrialisation, wars, technological change, changing cultural attitudes. • Impact of urbanisation, women's suffrage, mass media and digital age on art. • Explore how cultural identity, social norms, socio-economic factors, accessibility and systemic barriers have impacted artistic production.
3. Be able to undertake a research project which imitates early twentieth century art.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Using primary/secondary sources for historical research. • Reflective journals and sketchbooks to analyse strengths/weaknesses of findings. • Use your findings to produce a piece which replicates early twentieth century art.
4. Be aware of health and safety procedures in the studio.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Awareness of ergonomic working practices (posture, breaks). • Emergency procedures: first aid, fire safety, and spill management. • Safe computer use, online safety and risk assessment of studio.

10.4 Making Ceramics

Title	Making Ceramics
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE602
Unit Reference No	F/617/7449

Unit purpose and aim(s): This unit will enable the learner to design and make a ceramic piece.

Learning Outcomes	Assessment Criteria
1. Know properties, equipment and techniques used in ceramics.	1.1. Identify the properties, equipment and techniques used in ceramics.
2. Be able to produce a design for a ceramic piece.	2.1. Produce a design brief for a ceramic piece using source materials.
3. Be able to produce, decorate and fire a ceramic piece.	3.1. Use design brief to produce a ceramic piece. 3.2. Prepare and use glaze to decorate ceramic piece. 3.3. Use a kiln to fire ceramic piece.
4. Be able to reflect on own ceramic piece.	4.1. Assess own ceramic piece identifying areas for improvement.
5. Be aware of health and safety procedures in the studio.	5.1. Follow health and safety procedures in the studio.

Assessment Guidance:

NOS

PROCC01 – Contribute to health, safety and the environment

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes		Unit Title: Making Ceramics
1. Know properties, equipment and techniques used in ceramics.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Properties: Durability, wear resistance, chemical stability, melting points, ductility, corrosion resistance. Equipment: potters wheel, kiln, tools like needles, wire, ribs, sponges, brushes, callipers. Techniques: Wheel throwing, hand building (pinching, coiling, slab building), use of moulds, firing, decoration (sgraffito, stamping, carving, imprinting, slip trailing, glazing
2. Be able to produce a design for a ceramic piece.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> A design project brief will cover the project context, the problem to be solved, target audience, user needs, functionality, requirements, aesthetics, constraints like size/time. A brief may also have some initial thoughts or ideas. Using sketchbooks/journals to show idea development referencing other relevant artists. Articulate how the work of other artists has influenced your design process. Producing rough sketches and design prototypes through all production stages.
3. Be able to produce, decorate and fire a ceramic piece.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Basic clay handling and forming (slab, coil, press mould). Hand building, pottery wheel, throwing techniques May include creating plaster moulds: preparation, safety, release agents, slip cast techniques. Identifying glaze types (gloss, matt, underglaze, oxides). Decorating techniques: sgraffito, slip trailing, impressing, wax resist. Glazing application and kiln firing safety.
4. Be able to reflect on own ceramic piece.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Structured self-evaluation at each stage looking at strengths, weaknesses and areas for development. Articulate how your understanding changes as you progressed through your project. Peer critique and tutor feedback integration. You may wish to use a reflection model such as Gibbs or Rolfe.

5. Be aware of health and safety procedures in the studio.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none">• Safe handling of materials (appropriate ventilation, PPE).• Correct storage of materials (flammable substances, chemical labelling).• Safe use of tools and kiln.• Understanding COSHH regulations where applicable.• Keeping the workspace organised and hazard-free.• Safe disposal of materials.• Awareness of ergonomic working practices (posture, breaks).• Emergency procedures: first aid, fire safety, and spill management.
--	---

10.5 Drawing Application Methods

Title	Drawing Application Methods		
Level	Two		
Credit Value	3		
Guided Learning Hours (GLH)	24		
OCN NI Unit Code	CBE603		
Unit Reference No	T/617/7450		
Unit purpose and aim(s): This unit will enable the learner to explore and assess different drawing techniques and media. The learner will produce a series of drawings considering formal elements and surface qualities.			
Learning Outcomes	Assessment Criteria		
1. Be able to use different drawing media.	1.1. Describe how and when to use different drawing media. 1.2. Demonstrate the use of different drawing media to produce at least three drawings. 1.3. Assess the outcomes of the techniques used in own work.		
2. Be aware of formal elements and surface qualities when producing drawing media.	2.1. Use different drawing surfaces to produce at least three drawings to include: a) composition b) use of line c) movement d) use of different media quality		
3. Be able to produce a personal portfolio of art and design pieces.	3.1. Use a sketch book/journal to capture development ideas to produce own personal portfolio of at least six art and design pieces. 3.2. Produce final portfolio of art and design pieces demonstrating own chosen art and/or design direction. 3.3. Assess final portfolio identifying strengths and weaknesses.		
4. Be aware of health and safety procedures in the studio.	4.1. Follow health and safety procedures in the studio.		
Assessment Guidance			
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.			
Assessment Method	Definition	Possible Content	
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion	
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log	
Coursework	Research or projects that count towards a learner's final outcome and demonstrates	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record	

	the skills and/or knowledge gained throughout the course	Learner log/diary
--	---	-------------------

Learning Outcome	Unit Title: Drawing Application Methods
<p>1. Be able to use different drawing media.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Experiment with a range of drawing media: pencils (graphite, coloured), ink, charcoal, chalk, pastels, markers, mixed media. • Explore mark-making techniques: hatching, cross-hatching, stippling, blending, smudging, gestural drawing. • Experiment with different surfaces: cartridge paper, textured papers, toned paper, cardboard, and found materials. • Demonstrate observational drawing: still life, objects, architectural features, natural forms. • Encourage experimental exercises like timed drawings, blind contour, digital drawing, layering mixed media. • Annotate your drawings explaining how different materials and techniques affected your work, consider strengths, weaknesses and areas for development of each technique.
<p>2. Be aware of formal elements and surface qualities when producing drawing media.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>a) Composition</p> <ul style="list-style-type: none"> • Explore composition principles: rule of thirds, focal point, balance, positive/negative space. • Exercises: rearranging still life setups, thumbnail sketches exploring different viewpoints. <p>b) Use of line</p> <ul style="list-style-type: none"> • Study expressive vs. controlled line; contour vs. gesture. • Exercises in varying line weight and direction to convey form, texture, emotion. • Explore continuous line drawing and cross-contour. <p>c) Movement</p> <ul style="list-style-type: none"> • Show how line, rhythm and repetition can suggest movement (e.g. Futurist drawings, Degas dancers). • Practice gesture drawing from moving subjects (live models, video clips). • Use overlapping and directional marks to imply motion. <p>d) Use of different media quality</p> <ul style="list-style-type: none"> • Experiment with wet vs. dry media; soft vs. hard pencils; water-soluble pencils/inks. • Test layering media: ink over wash, chalk pastel over charcoal. • Evaluate the tactile and visual qualities of surfaces (smooth vs. textured).

3. Be able to produce a personal portfolio of art and design pieces.	Scope Teaching will cover: <ul style="list-style-type: none"> • Identify personal interests, themes or subject matter. • Choose a range of media and techniques to experiment with. • Encourage research and case studies of existing artists and designers relevant to the theme or technique being used. • Show progression of initial exploration, research, experimentation leading to final pieces. • Include reflective writing about personal decisions and how end produce meets the personal brief or intended outcomes. • Analyse strengths, weaknesses and areas for development.
4. Be aware of Health and Safety procedures in the studio.	Scope Teaching will cover: <ul style="list-style-type: none"> • Safe handling of materials (appropriate ventilation, PPE). • Correct storage of materials • Safe use of tools. • Understanding COSHH regulations where applicable. • Keeping the workspace organised and hazard-free. • Safe disposal of materials. • Awareness of ergonomic working practices (posture, breaks). • Emergency procedures: first aid, fire safety, and spill management.

10.6 Drawing Development Methods

Title	Drawing Development Methods			
Level	Two			
Credit Value	3			
Guided Learning Hours (GLH)	24			
OCN NI Unit Code	CBE604			
Unit Reference No	A/617/7451			
<i>Unit purpose and aim(s):</i> This unit will enable the learner to produce drawings using different media and on different surfaces.				
Learning Outcomes	Assessment Criteria			
1. Be able to use different drawing media.	1.1. Describe how and when to use different drawing media. 1.2. Produce at least three pieces of practical work using different drawing media.			
2. Be able to draw on different surfaces.	2.1. Describe how and when to use different drawing surfaces. 2.2. Produce at least three drawings on different surfaces.			
3. Be able to draw three-dimensional (3D) form, mass, space, structure and scale.	3.1. Illustrate the use of the following techniques in drawing: a) 3D form b) mass c) space d) structure scale			
4. Be able to make drawings at varying tempos.	4.1. Demonstrate making drawings at different paces and over varying lengths of time.			
5. Be able to use sketchbooks.	5.1. Use supporting research and notation to select and collect information. 5.2. Select items from research and sketchbooks to influence and develop own drawing pieces.			
6. Be aware of health and safety procedures in the studio.	6.1. Follow health and safety procedures in the studio.			
Assessment Guidance				
NOS				
CCSR9 – Produce a drawing or sketch, working stage or rough, sample, model or prototype of craft				
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered				
Assessment Method	Definition	Possible Content		
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion		
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log		
Coursework	Research or projects that count towards a learner's final	Record of observation Learner notes/ written work		

	outcome and demonstrates the skills and/or knowledge gained throughout the course	Tutor notes/record Audio/video/photographic record Learner log/diary
--	---	--

Learning Outcome	Unit Title: Drawing Development Methods
1. Be able to use different drawing media	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Experiment with a range of drawing media: pencils (graphite, coloured), ink, charcoal, chalk, pastels, markers, mixed media.
2. Be able to draw on different surfaces.	<ul style="list-style-type: none"> Explore mark-making techniques: hatching, cross-hatching, stippling, blending, smudging, gestural drawing. Experiment with different surfaces: cartridge paper, textured papers, toned paper, cardboard, and found materials. Demonstrate observational drawing: still life, objects, architectural features, natural forms. Annotate your drawings explaining how different materials and techniques affected your work, consider strengths, weaknesses and areas for development of each technique.
3. Be able to draw three-dimensional form, mass, space, structure and scale.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Form: Using tones, highlights and shadows to create a sense of volume. Mass: How much space an object takes up with volume and weight. Space: Consider the space around objects and the perspective it creates to suggest depth or distance. Structure: How an object is put together, usually used for diagrams or technical drawings Scale: The size of your object in relation to its surroundings. Experiment with tonal shading, perspective drawing and mark marking techniques to create 3D textures.
4. Be able to make drawings at varying tempos.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Encourage experimental exercises like timed drawings, blind contour and continuous line drawing, as well as extended detailed studies.
5. Be able to use sketchbooks.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> How to keep a structured and creative sketchbook. Annotating ideas, influences, and processes using reflective and analytical writing. Researching artists, designers, and cultural references relevant to project themes.

	<ul style="list-style-type: none"> Using thumbnail sketches and quick studies to explore composition and form. Collecting visual references: photos, found imagery, colour swatches, material samples. Showing the creative process for refining and developing ideas from research to final artwork.
<p>6. Be aware of Health and Safety procedures in the studio.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Safe handling of materials (appropriate ventilation, PPE). Correct storage of materials. Safe use of tools. Understanding COSHH regulations where applicable. Keeping the workspace organised and hazard-free. Safe disposal of materials. Awareness of ergonomic working practices (posture, breaks). Emergency procedures: first aid, fire safety, and spill management.

10.7 Drawing Methods for Painting

Title	Drawing Methods for Painting	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE605	
Unit Reference No	J/617/7453	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop skills in using various drawing methods for painting.		
Learning Outcomes	Assessment Criteria	
1. Be able to use drawing media.	1.1. Illustrate how to apply and use different media.	
2. Be able to use different drawing surfaces.	2.1. Describe how and when to use different drawing surfaces. 2.2. Demonstrate the use of different drawing surfaces.	
3. Understand the use of drawing in the preparation and production of paintings.	3.1. Describe the use of drawing in the preparation and production of paintings.	
4. Be able to use line and tone.	4.1. Use drawing skills and processes related to line and tone.	
5. Be able to use sketchbooks.	5.1. Use supporting research and notation to select and collect information. 5.2. Use information from research and sketchbook to influence and develop own drawing and painting.	
6. Understand the relationship between drawing and painting.	6.1. Describe the relationship between drawing and painting, in practical and historical terms.	
7. Be aware of health and safety procedures in the studio.	7.1. Follow health and safety procedures in the studio.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes	Unit Title: Drawing Methods for Painting
1. Be able to use drawing media.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Experiment with a range of drawing media: pencils (graphite, coloured), ink, charcoal, chalk, pastels, markers, mixed media. Explore mark-making techniques: hatching, cross-hatching, stippling, blending, smudging, gestural drawing. Experiment with different surfaces: cartridge paper, textured papers, toned paper, cardboard, and found materials. Demonstrate observational drawing: still life, objects, architectural features, natural forms. Annotate your drawings explaining how different materials and techniques affected your work, consider strengths, weaknesses and areas for development of each technique.
2. Be able to use different drawing surfaces.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Drawing is a foundational method to record ideas, develop concepts and explore visuals. Refine and experiment with visuals before committing to paint. Communicate thought process before final piece.
3. Understand the use of drawing in the preparation and making of paintings.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Lines define outlines, add texture or direct the viewer's focus, whilst tone is the range of light and dark areas to suggest form, distance and volume. Explore outlines, textural lines, directional lines, continuous line drawings and cross contour lines. Explore light and dark tones to show highlights and shadows, hatching, cross hatching, blending, pencil pressure, eraser highlights.
4. Be able to use line and tone.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> How to keep a structured and creative sketchbook. Annotating ideas, influences, and processes using reflective and analytical writing. Researching artists, designers, and cultural references relevant to project themes. Using thumbnail sketches and quick studies to explore composition and form.
5. Be able to use sketchbooks.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> How to keep a structured and creative sketchbook. Annotating ideas, influences, and processes using reflective and analytical writing. Researching artists, designers, and cultural references relevant to project themes. Using thumbnail sketches and quick studies to explore composition and form.

	<ul style="list-style-type: none"> • Collecting visual references: photos, found imagery, colour swatches, material samples. • Showing the creative process for refining and developing ideas from research to final artwork.
6. Understand the relationship between drawing and painting.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Drawing is a foundational method to record ideas, develop concepts and explore visuals • Painting is the application of pigments to create a final piece. • Historically drawing was a preparatory step to create a painting which was considered superior, however both are now valued equally. • Drawing over paintings can also be used to enhance work and add fine details.
7. Be aware of Health and Safety procedures in the studio.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Safe handling of materials (appropriate ventilation, PPE). • Correct storage of materials. • Safe use of tools. • Understanding COSHH regulations where applicable. • Keeping the workspace organised and hazard-free. • Safe disposal of materials. • Awareness of ergonomic working practices (posture, breaks) • Emergency procedures: first aid, fire safety, and spill management.

10.8 Life Drawing

Title	Life Drawing
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE606
Unit Reference No	F/617/7452

Unit purpose and aim(s): This unit will enable the learner to gain an understanding of different life drawing approaches.

Learning Outcomes	Assessment Criteria
1. Know different life drawing approaches.	1.1. Describe the principles underpinning life drawing and compare different approaches.
2. Be able to use shadowing, proportion, shape line and tone when drawing from a life model.	2.1. Draw using a live model incorporating: a) shadowing b) proportion c) shape d) line e) tone
3. Understand the importance of maintaining a personal sketchbook.	3.1. Describe the importance of maintaining a personal sketchbook. 3.2. Compile and use a personal sketchbook to demonstrate development of techniques and ideas to show choice of form and content.
4. Be aware of health and safety procedures in the studio.	4.1. Follow health and safety procedures in the studio.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes	Unit Title: Life Drawing
1. Know different life drawing approaches.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Understanding human anatomy, muscular and skeletal structure. • Observational accuracy vs expressive interpretation. • Importance of gesture, balance, weight, distribution in the figure. • Classic academic tradition, expressive/modernist approaches, contemporary approaches. • Quick drawings vs sustained studies.
2. Be able to use shadowing, proportion, shape line and tone when drawing from a life model.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Shadowing: experiment with different light sources and how they define form, tonal techniques, shadow, highlights, hatching, cross hatching, blending. • Proportion: Use of measuring tools, comparative measurement, sighting, aligning angles, perspective. • Shape: geometric forms to build the figure, negative space drawing, gesture drawings to focus of movement and pose. • Line: Line weight and pressure to convey depth and shape, continuous contour, blind contour, broken line, controlled line, expressive line. • Tone: light to dark transitions across surfaces, chiaroscuro strong contrasts of light and shadow. • Experiment with timed sketches and longer studies, and with different media.
3. Understand the importance of maintaining a personal sketchbook.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Identifying relevant books, online sources, galleries, archives. • Organising research logically (mood boards, annotated visuals) • Using primary/secondary sources for historical research. • Reflective journals and sketchbooks to analyse strengths/weaknesses of findings. • Articulate how research impacts on decisions made during project creation and how it is integrated into final piece. • Plan and produce pieces with deliberate choices in relation to form and content and explain why you made those choices. • Reflect and evaluate final piece noting strengths, weaknesses, opportunities for future development.
4. Be aware of health and safety procedures in the studio.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Safe handling of materials (appropriate ventilation, PPE).

	<ul style="list-style-type: none">• Correct storage of materials.• Safe use of tools.• Understanding COSHH regulations where applicable.• Keeping the workspace organised and hazard-free.• Safe disposal of materials.• Awareness of ergonomic working practices (posture, breaks).• Emergency procedures: first aid, fire safety, and spill management.
--	---

10.9 Linear Drawing

Title	Linear Drawing
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE607
Unit Reference No	L/617/7454

Unit purpose and aim(s): This unit will enable the learner to interpret three dimensional (3D) subjects into two dimensional (2D) linear drawings.

Learning Outcomes	Assessment Criteria
1. Be able to interpret 3D subjects into 2D linear drawings.	1.1. Interpret at least three 3D subjects into 2D linear drawings.
2. Be able to create linear drawings on different surfaces.	2.1. Use the following to produce at least three linear drawings on at least three different surfaces: a) measuring b) composition c) proportion d) perspective
3. Be aware of health and safety procedures in the studio.	3.1. Follow health and safety procedures in the studio.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcome	Unit Title: Linear Drawing
<p>1. Be able to interpret three-dimensional subjects into two-dimensional linear drawings.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Principles of line work including contour lines, outline vs implied line, cross contour to create volume. • Observation techniques including sighting angles, aligning verticals/horizontals, vanishing points. • Mark marking techniques like hatching to create 3D textures. • Using viewfinders, frames and grids for composition and proportions. • Experiment with blind contour, continuous line, and tracing methods before freehand attempts. • Practice line variation i.e. thick, thin, broken, continuous, gestural, controlled, structural lines layered with detail lines.
<p>2. Be able to create linear drawings on different surfaces.</p>	<p>Scope</p> <p>Teaching will cover:</p> <p>a) Measuring</p> <ul style="list-style-type: none"> • Teach measuring techniques: holding pencil at arm's length to gauge angles and proportions. • Demonstrate comparative measurement: using reference points and alignments between parts of the subject. • Use proportional dividers or callipers for more accuracy. • Practice drawing objects to scale; introduce simple scaling-up/down exercises. <p>b) Composition</p> <ul style="list-style-type: none"> • Show how to arrange subjects within the page: rule of thirds, balance, focal points. • Use thumbnail sketches to plan different viewpoints before committing to a final drawing. • Explore cropping and framing for impact. • Discuss placement of linear elements to lead the eye around the page. <p>c) Proportion</p> <ul style="list-style-type: none"> • Teach basic proportional guidelines: head-to-body ratios for figures, width-to-height ratios for objects. • Practice drawing using guidelines and construction lines. • Exercises comparing measured proportions vs. intuitive proportions; discuss differences. • Study artists who distort proportion for effect vs. those who aim for realism. <p>d) Perspective</p>

	<ul style="list-style-type: none"> • Introduce perspective principles: horizon line, vanishing points, eye level. • One-point perspective exercises: boxes, corridors, roads receding into space. • Two-point perspective exercises: buildings or furniture from an angle. • Overlapping and diminishing scale as tools to suggest depth in linear drawing. • Introduce atmospheric perspective (line fading/detail reduction at distance) conceptually, even if not tonal. • Apply perspective rules to real-life observational drawings (urban sketching, interiors).
<p>3. Be aware of Health and Safety procedures in the studio.</p>	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Safe handling of materials (appropriate ventilation, PPE). • Correct storage of materials. • Safe use of tools. • Understanding COSHH regulations where applicable. • Keeping the workspace organised and hazard-free. • Safe disposal of materials. • Awareness of ergonomic working practices (posture, breaks). • Emergency procedures: first aid, fire safety, and spill management.

10.10 Materials Exploration

Title	Materials Exploration
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE608
Unit Reference No	R/617/7455

Unit purpose and aim(s): This unit will enable the learner to use a variety of media and materials in the development of ideas.

Learning Outcomes	Assessment Criteria
1. Know how to manipulate a variety of media and materials.	1.1. Use elements of line, tone, colour, texture, pattern, shape and form in the manipulation of media and materials.
2. Understand the importance of collating and documenting research.	2.1. Describe and use methods of collating and documenting research.
3. Experiment with ideas, techniques and materials.	3.1. Select, use and assess techniques and materials in the development of ideas.
4. Understand current market trends and preferences within design applications.	4.1. Describe current market trends and preference within design applications.
5. Be able to recognise historical and contemporary materials and their uses.	5.1. Illustrate different historical and contemporary materials and their uses during a chosen period.
6. Be aware of health and safety procedures in the studio.	6.1. Follow health and safety procedures in the studio.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes		Unit Title: Materials Exploration
1. Know how to manipulate a variety of media and materials.	Scope	Teaching will cover: <ul style="list-style-type: none"> • Line: expressive vs. controlled line, contour, hatching, texture, structural and detail lines with pens, pencils, brushes, digital tools. • Tone: shading techniques to convey light and depth, highlights and shadows. • Colour: layering transparent vs. opaque media, colour blending, colour theory. • Texture: painting techniques to create 3D texture, collage, frottage, impasto. • Pattern: repeat and motif development using stencils, printmaking, textiles, digital methods. • Shape and Form: positive/negative space exercises, 3D-to-2D translation, perspective, proportions.
2. Understand the importance of collating and documenting research.	Scope	Teaching will cover: <ul style="list-style-type: none"> • Identifying relevant books, online sources, galleries, archives. • Organising research logically (mood boards, annotated visuals) • Using primary/secondary sources for historical research. • Reflective journals and sketchbooks to analyse strengths/weaknesses of findings.
3. Experiment with ideas, techniques and materials.	Scope	Teaching will cover: <ul style="list-style-type: none"> • Experiment with different ideas from Learning Outcome 1 and 2. • Encourage reflective practice throughout.
4. Understand current market trends and preferences within design applications.	Scope	Teaching will cover: <ul style="list-style-type: none"> • Impact of digital technologies, tools, software, platforms for distribution, use of AI and AR. • Social media marketing and sales. • Sustainability, ethical practices. • Globalisation, societal issues, cultural influences. • Shifting consumer/market demands and interests. • Examine case studies from traditional art, digital art, fashion, product design and graphics. • Encourage speculation on how these influences might develop over the future.

5. Be able to historical and contemporary materials and their uses.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Historically materials were focused on craftsmanship, traditionalism, ease of access, depending on the technology of the time period. Focused on vocation and trades, practicality and sale value. Contemporary materials are more focused on experimentation, breaking from the norm, self-expression, mixed media, multimedia. Historical vs contemporary – think about materials used, subject matter, expectations, consumerism, market demand.
6. Be aware of Health and Safety procedures and safe studio practice.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Safe handling of materials (appropriate ventilation, PPE). Correct storage of materials. Safe use of tools. Understanding COSHH regulations where applicable. Keeping the workspace organised and hazard-free. Safe disposal of materials. Awareness of ergonomic working practices (posture, breaks). Emergency procedures: first aid, fire safety, and spill management.

10.11 Mixed Media Painting Methods

Title	Mixed Media Painting Methods	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE609	
Unit Reference No	Y/617/7456	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to use and experiment with mixed media in painting.		
Learning Outcomes	Assessment Criteria	
1. Be able to use mixed media materials, techniques and methods.	1.1. Use different mixed media materials, techniques and methods.	
2. Be able to use sketchbooks to produce mixed media pieces.	2.1. Use supporting research and notation to select and collect information. 2.2. Select items from research and sketchbooks to influence and develop mixed media pieces. 2.3. Produce at least three mixed media pieces which demonstrate choice of form and content.	
3. Be aware of health and safety procedures in the studio.	3.1. Follow health and safety procedures in the studio.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes		Unit Title: Mixed Media Painting Methods
1. Be able to use mixed media materials, techniques and methods.	Scope <p>Teaching will cover:</p> <ul style="list-style-type: none"> Explore range of materials: pen, pencil, different paints, ink, fabric, ceramic, photography, digital print. Techniques: collage, assemblage, layering, transfer, stitching. Methods: building depth (physical and visual), integration vs contrast of elements. Identify themes that suit mixed media exploration e.g. urban textures, natural forms Incorporate found objects, photographs or texts into compositions Expressive qualities of layering and juxtaposition. Explore artists who use mixed media for expressive purposes e.g. Robert Rauschenberg, Tracey Emin) Encourage linking materials to meaning e.g. rough textures for harsh subjects Experiment with combining paint, collage, textiles and digital print. Do material play sessions to encourage unexpected combinations. 	
2. Be able to use sketchbooks to produce mixed media pieces.	Scope <p>Teaching will cover:</p> <ul style="list-style-type: none"> Identifying relevant books, online sources, galleries, archives. Organising research logically (mood boards, annotated visuals) Using primary/secondary sources for historical research. Reflective journals and sketchbooks to analyse strengths/weaknesses of findings. Articulate how research impacts on decisions made during project creation and how it is integrated into final piece. Plan and produce a mixed media piece with deliberate design choices and explain why you made those choices. Reflect and evaluate final piece noting strengths, weaknesses, opportunities for future development. 	
3. Be aware of health and safety procedures in the studio.	Scope <p>Teaching will cover:</p> <ul style="list-style-type: none"> Safe handling of materials (appropriate ventilation, PPE). Correct storage of materials. Safe use of tools. Understanding COSHH regulations where applicable. Keeping the workspace organised and hazard-free. Safe disposal of materials. Awareness of ergonomic working practices (posture, breaks). 	

- Emergency procedures: first aid, fire safety, and spill management.

10.12 Painting Methods and Appropriation

Title	Painting Methods and Appropriation	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE610	
Unit Reference No	D/617/7457	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to describe critical and historical contexts of painting and produce work by two-dimensional (2D) image making.		
Learning Outcomes	Assessment Criteria	
1. Be aware of the historical contexts of painting.	1.1. Describe the critical and historical contexts of painting within a chosen period.	
2. Know how to produce a piece of work using 2D image making.	2.1. Produce a piece of work using 2D image making.	
3. Know how to interpret ideas and images through pictorial juxtaposition.	3.1. Interpret ideas and images to construct meaning and use pictorial juxtaposition to achieve desired effect.	
4. Be able to use sketchbooks.	4.1. Use supporting research and notation to select and collect information. 4.2. Select items from research and/or sketchbooks to influence and develop own painting methods and appropriation.	
5. Be aware of health and safety procedures in the studio.	5.1. Follow health and safety procedures in the studio.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes	Unit Title: Painting Methods and Appropriation
1. Be aware about the historical contexts of painting.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Explore major art movements and their contexts like renaissance, impressionism, modernism and contemporary Explore how social, political and technological changes influenced painting styles. Compare different perspectives like formalist, social, feminist, postmodern. Reflect on subjects, techniques and patronage in painting through the ages.
2. Know how to produce a piece of work using 2D image making.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Experiment with different line, shape, tone, colour, texture and compositions. Use grid systems and golden ratio for composition. Use colour theory principles. Explore flat vs illusionistic space. Experiment with mixed media with paint.
3. Know how to interpret ideas and images to through pictorial juxtaposition.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> How to generical concepts visually e.g. mind maps, symbolism, prototypes Explore semiotics and visual language to communicate meaning Consider use of colours and texture to communicate meaning. Combine unexpected imagery to create new meaning. Experiment with unexpected combinations like colours, textures, sizes and meanings. Experiment with merging images, dividing images and overlaying with varying opacity. Research artists like Salvador Dali, Banksy, Magritte, Hannah Hoch.
4. Be able to use sketchbooks.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Identifying relevant books, online sources, galleries, archives. Organising research logically (mood boards, annotated visuals) Using primary/secondary sources for historical research. Reflective journals and sketchbooks to analyse strengths/weaknesses of findings. Articulate how research impacts on decisions made and how it is integrated into own painting.

5. Be aware of health and safety procedures in the studio.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none">• Safe handling of materials (appropriate ventilation, PPE).• Correct storage of materials (flammable substances, chemical labelling).• Safe use of tools.• Understanding COSHH regulations where applicable.• Keeping the workspace organised and hazard-free.• Safe disposal of materials (paint water, solvents, sharps).• Awareness of ergonomic working practices (posture, breaks).• Emergency procedures: first aid, fire safety, and spill management.
--	--

10.13 Produce and Present an Item of Jewellery

Title	Produce and Present an Item of Jewellery			
Level	Two			
Credit Value	3			
Guided Learning Hours (GLH)	24			
OCN NI Unit Code	CBE611			
Unit Reference No	H/617/7458			
<i>Unit purpose and aim(s):</i> This unit will enable the learner to develop, produce and present a piece of jewellery.				
Learning Outcomes	Assessment Criteria			
1. Be able to develop an idea for the production of an item of jewellery.	1.1. Use sketchbooks and research to develop an idea for an item of jewellery.			
2. Be able to produce and present an item of jewellery.	2.1. Plan and prepare for production of chosen item of jewellery. 2.2. Illustrate skills and techniques required to produce chosen item of jewellery. 2.3. Produce and present final jewellery item.			
3. Be aware of health and safety procedures in the studio.	3.1. Follow health and safety procedures in the studio.			
Assessment Guidance: CCSJ32 – Produce jewellery, silverware or engraving templates from detailed specifications CCSJ2.1 – Contribute to keeping the workshop tidy and safe CCSJ2.7 – Produce formed jewellery or silverware components				
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.				
Assessment Method	Definition	Possible Content		
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion		
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log		
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/dairy		

Learning Outcome		Unit Title: Produce and Present an Item of Jewellery
1. Be able to develop an idea for the production of an item of jewellery.	Scope	Teaching will cover: <ul style="list-style-type: none"> Use sketchbooks for ideas developing including thumbnails and annotated sketches. Research historical and contemporary jewellery styles Analyse market trends and cultural influences. Explore materials like metals, beads, recycled materials. Experiment with shapes, motifs and finishes. Select an idea based on feasibility, aesthetics and intended user.
2. Be able to produce and present an item of jewellery.	Scope	Teaching will cover: <ul style="list-style-type: none"> Create a design sheet with dimensions, materials and colours. Compile a material and tools list with costings. Create a production timeline with key milestones, Consider safety and risk assessment for chosen processes. Practice a range of techniques such as wirework, soldering casting, beading, polishing, quality checks. Demonstrate safe handling of tools. Document process through photos and notes. Present piece through display methods, models, photography. Evaluate craftsmanship and design outcomes noting strengths, weaknesses and areas for future development.
3. Be aware of health and safety procedures in the studio.	Scope	Teaching will cover: <ul style="list-style-type: none"> Safe handling of materials (appropriate ventilation, PPE). Correct storage of materials (flammable substances, chemical labelling). Safe use of tools. Understanding COSHH regulations where applicable. Keeping the workspace organised and hazard-free. Safe disposal of materials (paint water, solvents, sharps). Awareness of ergonomic working practices (posture, breaks). Emergency procedures: first aid, fire safety, and spill management.

10.14 Craft Work

Title	Craft Work
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE612
Unit Reference No	K/617/7459

Unit purpose and aim(s): This unit will enable the learner to plan and produce a craft project.

Learning Outcomes	Assessment Criteria
1. Be able to use craft tools safely.	1.1. Identify and use craft tools safely.
2. Be able to plan a craft project.	2.1. Illustrate how to research and develop ideas for a craft project. 2.2. Plan and design a craft project identifying the necessary tools and materials. 2.3. Illustrate techniques required to produce chosen craft project.
3. Be able to produce craft work.	3.1. Produce a final piece of craft work using correct techniques. 3.2. Assess final piece identifying areas for improvement.
4. Be aware of the health and safety procedures in the studio.	4.1. Follow health and safety procedures in the studio.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcomes		Unit Title: Craft Work
1. Be able to use craft tools safely.	Scope Teaching will cover: <ul style="list-style-type: none"> • This will depend on chosen craft project. • Consider materials, tools or equipment needed. 	
2. Be able to plan a craft project.	Scope Teaching will cover: <ul style="list-style-type: none"> • Use sketchbooks for ideas developing including thumbnails and annotated sketches. • Research historical and contemporary of chosen craft. • Analyse market trends and cultural influences. • Select an idea based on feasibility, aesthetics and intended user. • Create a design sheet with dimensions, materials and colours. • Compile a material and tools list with costings. • Create a production timeline with key milestones, • Consider safety and risk assessment for chosen processes. 	
3. Be able to produce craft work.	Scope Teaching will cover: <ul style="list-style-type: none"> • Demonstrate processes for producing your craft item. • Record methods and progress throughout with notes and photographs. • Present piece through display methods, models, photography. • Evaluate craftsmanship and design outcomes noting strengths, weaknesses and areas for future development. 	
4. Be aware of health and safety procedures in the studio.	Scope Teaching will cover: <ul style="list-style-type: none"> • Safe handling of materials (appropriate ventilation, PPE). • Correct storage of materials (flammable substances, chemical labelling). • Safe use of tools. • Understanding COSHH regulations where applicable. • Keeping the workspace organised and hazard-free. • Safe disposal of materials (paint water, solvents, sharps). • Awareness of ergonomic working practices (posture, breaks). • Emergency procedures: first aid, fire safety, and spill management. 	

10.15 Design and Produce a Mosaic

Title	Design and Produce a Mosaic
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE613
Unit Reference No	D/617/7460

Unit purpose and aim(s): This unit will enable the learner to design and produce a mosaic.

Learning Outcomes	Assessment Criteria
1. Be able to design a piece of work suitable for mosaic.	1.1. Use a sketchbook and research to produce a mosaic design idea. 1.2. Assess potential problems relating to the design and images needed for mosaics.
2. Be able to work with tesserae.	2.1. Demonstrate the use of tesserae to include: a) material manipulation b) cutting accurately c) supporting, laying and sealing using appropriate glues and adhesives
3. Be able to apply grout.	3.1. Select and apply grout suitable for chosen mosaic.
4. Be aware of health and safety procedures in the studio.	4.1. Follow health and safety procedures in the studio.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/dairy

Learning Outcome	Design and Produce a Mosaic
1. Be able to design a piece of work suitable for mosaic.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Research mosaic history, cultural contexts and different styles. • Sketch motifs suitable for tesserae arrangement. • Experiment with colours and patterns. • Use sketchbooks for ideas developing including thumbnails and annotated sketches. • Research historical and contemporary mosaics. • Analyse market trends and cultural influences. • Select an idea based on feasibility, aesthetics and intended user. • Create a design sheet with dimensions, materials and colours. • Compile a material and tools list with costings. • Create a production timeline with key milestones, • Consider safety and risk assessment. • Potential problems may include image scalability and complexity, durability and material suitability, corrosion, technical challenges with cutting small pieces and curved lines.
2. Be able to work with tesserae.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Material manipulation: including glass, ceramic or stone. • Cutting accurately: techniques for straight and curved cutting. • Using correct adhesives for chosen base • Spacing materials correctly for grout.
3. Be able to apply grout.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Choosing correct grout type and colour • Applying grout evenly, cleaning excess. • Finishing and sealing for durability and presentation.
4. Be aware of health and safety procedures in the studio.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Safe handling of materials (appropriate ventilation, PPE). • Correct storage of materials (flammable substances, chemical labelling). • Safe use of tools. • Understanding COSHH regulations where applicable. • Keeping the workspace organised and hazard-free. • Safe disposal of materials (paint water, solvents, sharps). • Awareness of ergonomic working practices (posture, breaks).

- Emergency procedures: first aid, fire safety, and spill management.

10.16 Garment Construction

Title	Garment Construction
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE614
Unit Reference No	H/617/7461

Unit purpose and aim(s): This unit will enable the learner to design, plan and produce a finished garment.

Learning Outcomes	Assessment Criteria
1. Understand the design features of a chosen garment.	1.1. Collate information about the range of potential design features including: a) shape b) embellishment c) fastening details 1.2. Collate swatches to inform choice of fabric.
2. Be able to make informed design decisions.	2.1. Justify choice of design and fabric(s). 2.2. Estimate the amount of fabric and materials required to create the design and calculate costs.
3. Be able to construct or adapt a pattern to a specific design.	3.1. Follow design notes and diagrams to construct a pattern. 3.2. Illustrate the selected design features taking into account grain line and seam/hem allowances.
4. Be able to plan and prepare for the construction process.	4.1. Demonstrate how to take accurate, relevant and detailed body measurements. 4.2. Illustrate how the pattern should be adjusted accordingly. 4.3. Demonstrate how to lay pattern on fabric to correct grain line to minimise waste. 4.4. Demonstrate how to cut fabric accurately.
5. Be able to perform specific construction techniques.	5.1. Perform construction techniques to produce different samples including: a) hems b) fastenings
6. Be able to make a garment.	6.1. Demonstrate the construction of a well-finished garment using appropriate techniques. 6.2. Assess own work identifying possible areas for improvement.
7. Be aware of the health and safety procedures in a studio.	7.1. Follow health and safety procedures in a studio.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion

	learner's progression through the course	
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary

Learning Outcomes		Unit Title: Garment Construction
1. Understand the design features of a chosen garment.		Scope Teaching will cover: <ul style="list-style-type: none"> Research images of different design features including garment styles, silhouettes, embellishments. Look at different fastenings and construction details. Identify and collect suitable fabrics looking at weight, drape, durability, colour and texture.
2. Be able to make informed design decisions.		Scope Teaching will cover: <ul style="list-style-type: none"> Consider fabric and design suitability by exploring wearability, intended audience and purpose. Articulate your decision-making process and rationale for choices. Take accurate measurements to calculate yardage and break down the cost of materials.
3. Be able to construct or adapt a pattern to a specific design.		Scope Teaching will cover: <ul style="list-style-type: none"> Follow notes to construct a pattern. Consider seam and hem allowances, grainlines. Adjust design features such as necklines, darts and panels.
4. Be able to plan and prepare for the construction process.		Scope Teaching will cover: <ul style="list-style-type: none"> Take accurate measurements on bust, waist, hips and inseam. Alter your pattern based on measurements. Align materials with grain line and reduce waste. Safe and precise cutting with appropriate tools.
5. Be able to perform specific construction techniques.		Scope Teaching will cover: <ul style="list-style-type: none"> Practice hems including rolled, blind, double fold. Practice fastenings including zippers, buttons and hooks.
6. Be able to make a garment.		Scope Teaching will cover: <ul style="list-style-type: none"> Use practiced techniques to construct a garment with attention to seam finish, fit and quality. Carry out fit testing. Evaluate craftsmanship and design outcomes noting strengths, weaknesses and areas for future development.

7. Be aware of health and safety procedures in the studio.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none">• Safe handling of materials (appropriate ventilation, PPE).• Correct storage of materials (flammable substances, chemical labelling).• Safe use of tools.• Understanding COSHH regulations where applicable.• Keeping the workspace organised and hazard-free.• Safe disposal of materials (paint water, solvents, sharps).• Awareness of ergonomic working practices (posture, breaks).• Emergency procedures: first aid, fire safety, and spill management.
--	--

10.17 Painting Techniques - Surface and Form

Title	Painting Techniques - Surface and Form
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE615
Unit Reference No	K/617/7462

Unit purpose and aim(s): This unit will enable the learner to identify ways of inflecting a painting surface, the application of colour theory, painted effects and the use of sketchbooks to produce practical artwork.

Learning Outcomes	Assessment Criteria
1. Be able to identify methods for inflecting painted surfaces.	1.1. Identify methods of inflecting painted surfaces.
2. Be aware of colour theory and mixing.	2.1. Illustrate the application of colour theory and the mixing of colour on practical artwork.
3. Be aware of surface form and painted effects.	3.1. Illustrate use of surface form and painted effects on practical artwork
4. Be able to use sketchbooks.	4.1. Use supporting research and notation to select and collect information to be included in own sketchbook. 4.2. Select items from research and/or sketchbooks to influence own surface form and painted effects.
5. Be able to produce finalised artwork using visual information from different sources.	5.1. Produce finalised artwork using visual information from different sources.
6. Be aware of health and safety procedures in the studio.	6.1. Follow health and safety procedures in the studio.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes		Unit Title: Painting Techniques - Surface and Form
1. Be able to identify methods for inflecting painted surfaces.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Introduction to a range of painting techniques e.g. washes, dry-brush, impasto, glazing, stippling, scraffito, splattering, dabbing, pouring. • Research artists who use different techniques e.g. Van Gogh, Anselm Kiefer, Jean Dubuffet.
2. Be aware of colour theory and mixing.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Primary, secondary, and tertiary colour relationships. • Warm vs cool colours, complementary and analogous colour schemes. • Colour symbolism and psychological effects in art and design. • Tints, tones, and shades: adding white, black, and grey to alter colour. • Practical exercises in mixing paints to achieve desired hues. • Creating a colour wheel and value scales. • Exploring transparent vs opaque colour mixing. • Controlled mixing to match colours from reference images or observation.
3. Be aware of surface form and painted effects.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Experiment with different painting surfaces e.g. paper, canvas, wood, glass, metal. • Show preparation of surfaces such as priming, underpainting or sealing. • Use of alternative materials and tools e.g. palette knives, sponges, found objects. • Experimentation with different paint media e.g. acrylic, watercolour, gouache, ink, oil. • Produce practical work applying different painting techniques identified previously.
4. Be able to use sketchbooks.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • How to keep a structured and creative sketchbook. • Annotating ideas, influences, and processes using reflective and analytical writing. • Researching artists, designers, and cultural references relevant to project themes. • Using thumbnail sketches and quick studies to explore composition and form.

	<ul style="list-style-type: none"> • Collecting visual references: photos, found imagery, colour swatches, material samples. • Showing the creative process for refining and developing ideas from research to final artwork.
5. Be able to produce finalised artwork using visual information from different sources.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Planning and creating a final piece informed by sketchbook research and experimentation.
6. Be aware of health and safety procedures in the studio.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Safe handling of materials (appropriate ventilation, PPE). • Correct storage of materials (flammable substances, chemical labelling). • Safe use of tools. • Understanding COSHH regulations where applicable. • Keeping the workspace organised and hazard-free. • Safe disposal of materials (paint water, solvents, sharps). • Awareness of ergonomic working practices (posture, breaks). • Emergency procedures: first aid, fire safety, and spill management.

10.18 Preparing for a Career or Further Study in the Creative and Cultural Industries

Title	Preparing for a Career or Further Study in the Creative and Cultural Industries
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE616
Unit Reference No	M/617/7463
<p><i>Unit purpose and aim(s):</i> This unit will enable the learner to understand how to plan for a career or further study in the creative and cultural industry sectors.</p>	
Learning Outcomes	Assessment Criteria
1. Be able to identify employment and education opportunities in the creative and cultural industry sectors.	1.1. Identify potential opportunities within one sector of the creative and cultural industries in relation to: a) starting a business b) employment c) further study
2. Be able to match creative and cultural industry sector opportunities to own personal qualities.	2.1. Assess own qualities in relation to creative and cultural industry sector opportunities including: a) interests b) attributes c) skills d) relevant achievements e) experience 2.2. Identify sources of information and other resources available to support the following: a) starting own business b) gaining employment c) progressing to further study
3. Be able to plan own career or further study in the creative and cultural industry sectors.	3.1. Identify the elements that should be in own career or further study plan. 3.2. Describe relevant personal information in relation to creative and cultural industry sectors to either start a business, gain employment or progress to further study. 3.3. Assemble a portfolio of creative and/or cultural industries work and/or expertise for use in either a business presentation, career or further study interview. 3.4. Develop a plan for own career or further study in a chosen creative and cultural industry sector.

Assessment Guidance:

Set up to work as a freelancer in creative and cultural industries

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes</p> <p>OR</p> <p>A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work</p> <p>Learner log/diary</p> <p>Peer notes</p> <p>Record of observation</p> <p>Record of discussion</p>
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Learner log</p>
Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	<p>Record of observation</p> <p>Learner notes/written work</p> <p>Tutor notes/record</p> <p>Learner log/diary</p>

Learning Outcome	Unit Title: Preparing for a Career or Further Study in the Creative and Cultural Industries
1. Be able to identify employment and education opportunities in the creative and cultural industry sectors.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Research organisations, job advice centres, further education colleges, careers teams in college or schools, universities, Arts Council, Dept for Economy. • Explore online job boards, social media, Linked IN, networking platforms. • Explore a range of roles like designer, curator, art therapist, illustrator, animator, photographer, videography, teacher. • Look at freelance, self employment, studio, gallery and education roles in the field, along with private sector, public and charity sector opportunities. • Research roles in relation to eligibility, job description, pay, responsibilities, essential and desirable criteria.
2. Be able to match creative and cultural industry sector opportunities to own personal qualities.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Knowledge – techniques, equipment, methods, skills, experience • Attributes/Qualities – personality traits, creativity, hobbies and interests. • Reflect on how knowledge and qualities were gained through previous experience and relevant achievements.
3. Be able to plan own career or further study in the creative and cultural industry sectors.	<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Identify gaps or areas for career development. • Set goals to meet gaps or areas for career development. • Apply SMART goal setting techniques to develop an action plan with clear actions, timelines and possible support needed – Specific, Measurable, Achievable, Realistic, Timebound. • Consider how they will know when a goal has been achieved. • Consider the use of CVs and portfolios in career progression, starting a business or getting into a course. • Core elements of a CV include personal info, contact info, education history, employment history, key skills and qualities and references. • Discuss how to tailor generic CVs for creative roles. • Core elements of a portfolio include high quality work samples, sketchbook scans, process documentation, finished pieces. • It should show range, passion, interests and communicate some of your personality. • Examples of CVs or portfolios in use might include job interviews, gaining a place on a course, pitching an idea, seeking funding or investment, selling work to the public, commissions, exhibitions.

10.19 Surface Pattern Methods - Pattern Repeat

Title	Surface Pattern Methods - Pattern Repeat
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBE617
Unit Reference No	T/617/7464

Unit purpose and aim(s): This unit will enable the learner to use appropriate research materials and a sketchbook/technical notebook for surface pattern methods. The learner will use textile techniques and media and produce a design using pattern repeat.

Learning Outcomes	Assessment Criteria
1. Know how to use research material.	1.1. Identify and use research material to influence own work. 1.2. Demonstrate the use of a sketchbook and technical notebook when documenting information.
2. Know how to use textile techniques and media.	2.1. Illustrate textile techniques and media in own work.
3. Be able to use pattern repeat in the production of textile designs.	3.1. Illustrate design ideas in pattern repeat structures. 3.2. Produce a textile design using pattern repeat.
4. Understand the problems associated with pattern repeat.	4.1. Assess potential problems associated with pattern repeat and how these may be addressed.
5. Be aware of health and safety procedures in the studio.	5.1. Follow health and safety procedures in the studio.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes		Unit Title: Surface Pattern Methods - Pattern Repeat
1. Know how to use research material.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Identifying relevant books, online sources, galleries, archives. Organising research logically (mood boards, annotated visuals) Using primary/secondary sources for historical research. Reflective journals and sketchbooks to analyse strengths/weaknesses of findings. Articulate how research impacts on decisions made and how it is integrated into own work.
2. Know how to use textile techniques and media.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Experiment with block, screen and digital printing, embroidery, fabric dyeing, batik and appliquéd. Reflect on work noting the strengths, weaknesses and ideas for future development.
3. Be able to use pattern repeat in the production of textile designs.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Explore pattern repeat types including full drop, half drop, mirrored and brick. Experiment with designing motifs and creating repeat layouts manually and digitally.
4. Understand the problems associated with pattern repeat.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Look at a range of pattern repeat examples and evaluate quality. Common problems may include misalignment, loss of motif clarity, colour inconsistencies. Strategies to resolve problems may include grid accuracy, colour calibrations, adjusting placement, trial prints. Reflect on and document the problem-solving process.
5. Be aware of Health and Safety issues in the studio.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> Safe handling of materials (appropriate ventilation, PPE). Correct storage of materials. Safe use of tools. Understanding COSHH regulations where applicable. Keeping the workspace organised and hazard-free. Safe disposal of materials. Awareness of ergonomic working practices (posture, breaks).

- Emergency procedures: first aid, fire safety, and spill management.

10.20 Tonal Drawing Methods

Title	Tonal Drawing Methods			
Level	Two			
Credit Value	3			
Guided Learning Hours (GLH)	24			
OCN NI Unit Code	CBE618			
Unit Reference No	A/617/7465			
<p><i>Unit purpose and aim(s):</i> This unit will enable the learner to produce work using media/techniques for tonal drawing. The learner will use the effects of light/dark/shade to create a three-dimensional (3D) form on a two dimensional (2D) surface.</p>				
Learning Outcomes	Assessment Criteria			
1. Be able to use media for tonal drawing.	1.1. Produce practical work using appropriate drawing techniques and use of media for tonal drawing.			
2. Know how to create a 3D form on a 2D surface.	2.1. Create a 3D form on a 2D surface to include: a) use of shading mediums b) use of transitions between light and dark			
3. Know how to use light and shade to reveal form.	3.1. Use techniques of light and shade to reveal form assessing effectiveness of transition between lights and darks.			
Assessment Guidance				
<p>The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered</p>				
Assessment Method	Definition	Possible Content		
Portfolio of evidence	<p>A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course</p>	<p>Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion</p>		
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	<p>Record of observation Learner notes/written work Learner log</p>		
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	<p>Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary</p>		

Learning Outcomes	Unit Title: Tonal Drawing Methods
1. Be able to use media for tonal drawing.	Scope Teaching will cover: <ul style="list-style-type: none"> Explore with pencils, pens, markers, charcoal, ink, pastels. Experiment with tonal scales, rendering textures, still life.
2. Know how to create a three-dimensional form on a two-dimensional surface.	Scope Teaching will cover: <ul style="list-style-type: none"> Measuring techniques, drawing objects to scale; introduce simple scaling-up/down exercises. Consider composition including rule of thirds, balance, focal points. Teach basic proportional guidelines: head-to-body ratios for figures, width-to-height ratios for objects. Introduce perspective principles: horizon line, vanishing points, eye level. One-point perspective exercises: boxes, corridors, roads receding into space. Two-point perspective exercises: buildings or furniture from an angle. Use of different shading methods like cross hatching, stippling, blending techniques, eraser highlights. Consider how different light sources and angles affect shadows. Experiment drawing objects under different lighting conditions. Reflect on the effectiveness of shading and tonal control to give the illusion of depth.
3. Know how light and shade reveals form.	

10.21 Use Materials to Create and Present Surface Patterns

Title	Use Materials to Create and Present Surface Patterns	
Level	Two	
Credit Value	3	
Guided Learning Hours (GLH)	24	
OCN NI Unit Code	CBE619	
Unit Reference No	F/617/7466	
<i>Unit purpose and aim(s):</i> This unit will enable the learner to create surface patterns and apply these to fabrics. The learner will also combine materials and media for machine and/or hand embroidery.		
Learning Outcomes	Assessment Criteria	
1. Understand how to create and present surface patterns and apply to fabrics.	1.1. Create and present surface patterns relating to colour, shape and texture. 1.2. Apply surface patterns to fabrics.	
2. Be able to create a variety of pattern formations and apply to fabrics.	2.1. Create a variety of pattern formations. 2.2. Apply surface pattern textiles to garments, accessories or soft furnishings.	
3. Be able to select and combine materials and media for embroidery.	3.1. Select and combine materials and media to achieve desired printing effect when creating machine and/or hand embroidery.	
4. Be aware of health and safety procedures in the studio.	4.1. Follow health and safety procedures in the studio.	
Assessment Guidance		
The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.		
Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration /assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log
Coursework	Research or projects that count towards a learner's final outcome and demonstrates the skills and/or knowledge gained throughout the course	Record of observation Learner notes/ written work Tutor notes/record Audio/video/photographic record Learner log/diary

Learning Outcomes		Unit Title: Use Materials to Create and Present Surface Patterns
1. Understand how to create and present surface patterns and apply to fabrics.	Scope	Teaching will cover: <ul style="list-style-type: none"> Principles of pattern design: repetition, rhythm, symmetry, asymmetry. Colour, shape, texture explorations for surface pattern. Introduction to surface design techniques on fabric: block printing, stencilling, screen printing, embroidery, appliqué, dyeing, batik. May cover digital pattern development (e.g. Photoshop, Illustrator basics). Applying patterns to fabrics (heat transfer, screen print, direct application). Presenting patterns professionally (mounted boards, digital mock-ups, sample swatches) Apply previously created pattern textiles to garments, accessories or furnishings.
2. Be able to create a variety of pattern formations and apply to fabrics.	Scope	Teaching may cover: <ul style="list-style-type: none"> Combining fabric, thread, inks, paints for print and embroidery. Experimental fabric manipulation: appliqué, reverse appliqué, embellishment. Introduction to machine and hand embroidery techniques. Assessing materials for durability, finish, and aesthetic suitability.
3. Be able to select and combine materials and media for embroidery.	Scope	Teaching will cover: <ul style="list-style-type: none"> Safe handling of materials (appropriate ventilation, PPE). Correct storage of materials. Safe use of tools. Understanding COSHH regulations where applicable. Keeping the workspace organised and hazard-free. Safe disposal of materials. Awareness of ergonomic working practices (posture, breaks). Emergency procedures: first aid, fire safety, and spill management.
4. Be aware of health and safety procedures in the studio.	Scope	

10.22 Botanical Illustration

Title	Botanical Illustration
Level	Two
Credit Value	3
Guided Learning Hours (GLH)	24
OCN NI Unit Code	CBF808
Unit Reference No	M/650/2451

Unit purpose and aim(s): This unit will enable the learner to understand the structure of plants and how to create botanical illustrations.

Learning Outcomes	Assessment Criteria
1. Know the structure of plants.	1.1. Describe the structure and function of flowers including: a) organs b) leaves c) stems d) roots e) flowers
2. Understand the work of botanical artists.	2.1. Describe the historical development of botanical illustration. 2.2. Assess the work of three contemporary botanical artists. 2.3. Compare scientific and contemporary botanical painting styles.
3. Use photo images and sketchbook techniques to record botanical detail.	3.1. Use photo images and sketchbook to record botanical detail of leaves, stems, roots and flowers. 3.2. Use a sketchbook to create a botanical composition.
4. Be able to accurately convey scale, colour and tone in botanical art.	4.1. Apply techniques of shadow and depth to draw two dimensional objects in three dimensions. 4.2. Use a given plant to create a botanical composition. 4.3. Use appropriate techniques of colour and shading to complete a botanical composition.

Assessment Guidance

The following assessment method/s may be used to ensure all learning outcomes and assessment criteria are fully covered.

Assessment Method	Definition	Possible Content
Portfolio of evidence	A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes OR A collection of documents containing work that shows the learner's progression through the course	Learner notes/written work Learner log/diary Peer notes Record of observation Record of discussion
Practical demonstration/assignment	A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge	Record of observation Learner notes/written work Learner log

Coursework	Research or projects that count towards a learner's final outcome and demonstrate the skills and/or knowledge gained throughout the course	Record of observation Learner notes/written work Tutor notes/record Learner log/diary
E-assessment	The use of information technology to assess learners' work	Electronic portfolio E-tests

Learning Outcomes		Unit Title: Botanical Illustration
1. Know the structure of plants.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Look at plant anatomy – organs, leaves, stem, roots, flowers, and comment on both structure and function. • Look at annotated sketches and diagrams.
2. Understand the work of botanical artists.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Plant depictions on tomb in ancient Egypt. • Originated as scientific documentation e.g. Renaissance herbal study, Maria Sibylla Merian and creation of botanical magazines. • 18-19th century illustrators and interior design for wallpaper and furnishings e.g. Pierre Joseph Redouté, Marianne North, William Morris • Contemporary botanical styles remains as a scientific tool for some but has also become more decorative, expressive and stylised. • Contemporary artists may include Ann Swan, Yanny Petters, Ann Fraser, Roger Reynolds, Susannah Blaxill, Jill Coombes. • Consider differences in purpose of illustration and stylistic differences like level of detail, subject choice, composition and medium.
3. Use photo images and sketchbook techniques to record botanical detail.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Explore sketchbook drawing and macro photography of leaves, stems and flowers • Study textures, proportions and growth patterns. • Explore naturalistic vs stylised approaches. • Use studies to create own composition.
4. Be able to accurately convey scale, colour and tone in botanical art.		<p>Scope</p> <p>Teaching will cover:</p> <ul style="list-style-type: none"> • Use contour shading, cast shadows and highlights • Work from direct observation, life studies and photo references. • Pay attention to accurate proportion and scale. • Practice layering transparent washes and glazing with paint or techniques with other mediums, and mixed media. • Practice accurate colour mixing and matching.

11. Quality Assurance of Centre Performance

11.1 Internal Quality Assurance

When delivering and assessing this qualification, centres must align with stakeholders' expectations and address learners' needs by implementing a practical and applied programme. Centres have the flexibility to customise programmes to meet local requirements and establish connections with local employers and the broader vocational sector.

The Assessor should work with the Internal Quality Assurer to ensure that the assessment is planned in line with OCN NI requirements. Assessment Plans must be developed and approved by the Internal Quality Assurer prior to the delivery of the qualification.

All units within this qualification must undergo internal assessment. Learners must provide evidence that they have appropriately met all assessment criteria required for that grade.

The assessment format for all units involves a task conducted after the delivery of the unit's content, or part of it, if multiple tasks are used. Tasks may exhibit in various forms, encompassing practical and written types. Please refer to 'OCN NI's Assessment Definitions Guide' for additional details.

A task constitutes a distinct activity completed independently by learners, separated from teaching, practice, exploration, and other activities guided by tutors. Tasks are assigned to learners with a specified start date, completion date, and explicit requirements for the evidence to be produced. Some tasks may include observed practical components and require diverse forms of evidence.

A valid assignment will enable a clear and formal assessment outcome which meets the requirements of the assessment criteria. Assessment decisions are based on the specific assessment criteria given in each unit and set at each grade level. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualification.

It is the Assessor's role to ensure that learners are appropriately prepared for assessment, this begins from induction onwards. Assessors should ensure that learners understand how assessment tasks are used to determine the award of credit, the importance of meeting assessment timelines, and that all learners work must be independently created, where source documents are used this should be appropriately referenced, learners should be aware of what would constitute plagiarism and the possible consequences.

When conducting the assessment, Assessors must ensure they do not provide direct input, instructions or specific feedback which may compromise the authenticity of the work submitted.

Once the Assessor has authenticated the learners work, they must transparently demonstrate the rationale behind their assessment decisions. Once a learner completes all assigned tasks for a unit, the Assessor will allocate a grade for the unit. Refer to the 'Unit Grading Matrix' for additional information on the grading process.

Once the Assessor has completed the assessment process for the task, the assessment decision is recorded formally, and feedback is provided to the learner. The feedback should show the learner the outcome of the assessment decision, how it was determined or where the criteria has been met, it may indicate to the learner why achievement of the assessment criteria has not been met. It must be clear to the learner that this Assessment outcome is subject to verification.

For further information on assessment practice, please see the 'OCN NI Centre Handbook'. Assessment Training is also available and can be booked through the OCN NI Website.

11.2 Internal Quality Assurance

The role of the Internal Quality Assurer is to ensure appropriate internal quality assurance processes are carried out. The Internal Quality Assurer must oversee that assessments are conducted in accordance with relevant OCN NI policies, regulations, and this specification.

The Internal Quality Assurer must ensure assessments are fair, reliable, and uniform, thereby providing a consistent standard for all learners.

Internal Quality Assurers are required to provide constructive feedback to Assessors, identifying areas of strength and those that may require improvement. This feedback contributes to the ongoing professional development of Assessors.

Contributing to the standardisation of assessment practices within the centre is an important function of this role. This entails aligning assessment methods, grading criteria, and decision-making processes to maintain fairness and equity.

Internal Quality Assurers will actively engage in the sampling and monitoring of assessments to ensure the consistency and accuracy of assessment decisions. This process helps identify trends, areas for improvement, and ensures the robustness of the overall assessment system.

For further information on Internal Quality Assurance practice, please see the 'OCN NI Centre Handbook'. Internal Quality Assurance Training is also available and can be booked through the OCN NI Website.

11.3 Documentation

For internal quality assurance processes to be effective, the internal assessment and Internal Quality Assurance team needs to keep effective records.

- The programme must have an assessment and Internal Quality Assurance plan. When producing a plan, they should consider:

- the time required for training and standardisation activities
- the time available to undertake teaching and carry out assessment,
- consider when learners may complete assessments and when quality assurance will take place
- the completion dates for different assessment tasks
- the date by which the assignment needs to be internally verified
- sampling strategies
- how to manage the assessment and verification of learners' work so that they can be given formal decisions promptly
- how resubmission opportunities can be scheduled.

The following documents are available from OCN NI and document templates can be found in the Centre Login section of the OCN NI website www.ocnni.org.uk:

- A1 – Learner Assessment Record per Learner
- Learner Authentication Declarations
- Records of any reasonable adjustments applied for and the outcome – please see 'OCN NI's Reasonable Adjustments and Special Consideration Policy' for further information
- M1 Internal Quality Assurance Sample Record
- M2 Feedback to Assessor
- Records of any complaints or appeals

11.4 External Quality Assurance

All OCN NI recognised centres are subject to External Quality Assurance. External quality assurance activities will be conducted to confirm continued compliance with the CCEA Regulation General Conditions of Recognition, OCN NI terms and conditions and the requirements outlined within this qualification specification.

The External Quality Assurer is assigned by OCN NI. The External Quality Assurer will review the delivery and assessment of this qualification. This will include, but is not limited to, the review of a sample of assessment evidence and evidence of the internal quality assurance of assessment and assessment decisions. This will form the basis of the External Quality Assurance report and will help OCN NI determine the centre's risk.

The role of the External Quality Assurer serves as an external overseer of assessment quality, working to uphold consistency, compliance, and continuous improvement within the assessment process. Their role is crucial in ensuring that assessments are valid, reliable, fair, and aligned with the required standards and regulations.

For further information on OCN NI Centre Assessments Standards Scrutiny (CASS) Strategy, please see the OCN NI Centre Handbook.

11.5 Standardisation

As a process, standardisation is designed to ensure consistency and promote good practice in understanding and the application of standards. Standardisation events:

- make qualified statements about the level of consistency in assessment across centres delivering a qualification
- make statements on the standard of evidence that is required to meet the assessment criteria for units in a qualification
- make recommendations on assessment practice
- produce advice and guidance for the assessment of units
- identify good practice in assessment and Internal Quality Assurance

Centres offering this qualification must carry out internal standardisation activities prior to the claim for certification.

Centres offering units of an OCN NI qualification must attend and contribute assessment materials and learner evidence for standardisation events if requested.

OCN NI will notify centres of the nature of sample evidence required for standardisation events (this will include assessment materials, learner evidence and relevant Assessor and Internal Quality Assurer documentation). OCN NI will make standardisation summary reports available and correspond directly with centres regarding event outcomes.

12. Administration

12.1 Registration

A centre must register learners for this qualification within 20 days of commencement of the delivery of the programme.

For further information on learner registration please see the OCN NI Centre Handbook and the QuartzWeb Manual, available through the Centre Login section of the OCN NI website. Administration training is also available and can be booked through www.ocnni.org.uk.

12.2 Certification

Once all internal quality assurance activities have been successfully completed, the centre can claim certification for the learner(s).

Certificates will be issued to centres within 20 working days from completion of a satisfactory external quality assurance activity, if appropriate, alternatively from the submission of an accurate and complete marksheets.

It is the responsibility of the centre to ensure that certificates received from OCN NI are held securely and distributed to learners promptly and securely.

For further information on the uploading of results please see the QuartzWeb Manual for guidance, administration training is also available and can be booked through [OCN NI](#)

12.3 Charges

OCN NI publishes all up-to-date qualification fees in its Fees and Invoicing Policy document. Further information can be found on the centre login area of the OCN NI website.

12.4 Equality, Fairness and Inclusion

OCN NI's are committed to ensuring all learners have an equal opportunity to access our qualifications and assessment, and that our qualifications are awarded in a way that is fair to every learner.

OCN NI is committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers

For information on reasonable adjustments and special considerations please see the OCN NI Centre Handbook and Reasonable Adjustments and Special Considerations Policy held in the back office of the OCN NI website.

12.5 Retention of Evidence

OCN NI has published guidance for centres on the retention of evidence. Details are provided in the OCN NI Centre Handbook and can be accessed via the OCN NI website.

OCN NI Level 2 Certificate in Art and Design
Qualification Number: 603/4984/0

Operational start date: 15 August 2019
Review Date: 31 July 2029

Open College Network Northern Ireland (OCN NI)
Sirius House
10 Heron Road
Belfast
BT3 9LE

Phone: 028 90 463990
Email: info@ocnni.org.uk
Web: www.ocnni.org.uk

12.6 Appendix 1 - Definition of OCN NI's Assessment Verbs

The following verbs are working definitions of those used in OCN NI assessments with examples of how they can be applied and used in different but equally valid contexts.

Verb	Definition	Example
Apply	To effectively utilise information, items, or equipment to achieve specific objectives, produce tangible outcomes, or enhance understanding.	The learner will be expected to understand and use information, items, or equipment to complete tasks accurately, solve problems, and achieve specific goals efficiently and effectively in practical situations. This involves combining various resources to create coherent and effective outcomes. The learner demonstrates efficiency in using the resources, minimising waste and maximising effectiveness. This involves planning, organising, and executing tasks in a streamlined manner.
Assemble	To put together various components or parts to create a complete and functional item or piece of equipment.	The learner will be expected to understand and prepare components, follow instructions, use tools correctly, check quality, and solve problems to assemble parts into a complete and functional item. The learner addresses any issues or obstacles that arise during assembly. This involves identifying problems, finding solutions, and making adjustments as needed.
Assess	Make an informed judgment in line with given criteria regarding a range of given things or information.	The learner will be expected to actively demonstrate their ability to evaluate and reflect on various aspects of their work be it academic work, job performance or personal goals.
Collate	To gather or bring together items, information or data from various sources and document observations.	The learner will be expected to compare and analyse information and data to identify similarities, differences, or patterns.
Compare	To examine and evaluate the similarities and differences between information, items, or equipment in order to enhance understanding and make informed decisions.	The learner will be expected to identify the specific information, items, or equipment to be compared. This involves selecting relevant subjects for comparison based on the task or objective. The learner analyses the characteristics, features, and attributes of each subject. The learner identifies relevant items, analyses their features, evaluates similarities

		and differences, and draws conclusions to make informed decisions or solve problems.
Compile	To gather and organise information from various sources into a single document or collection.	
Create	To bring something into existence through actions.	The learner will be expected to demonstrate their ability to generate something new and original, reflecting their understanding and application of the subject matter. This may be in the context of planning and designing for example.
Demonstrate	To undertake an activity on a system or process showing complex skills and knowledge in more than one familiar and unfamiliar area and/or contexts.	The learner will be expected to demonstrate how to use the features of a cloud-based system process and/or tool to train and validate a machine learning model, requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.
Describe	To paint a full picture of a concept, process or thing in words.	The learner will be expected to explore a concept, process, or object and provide a detailed verbal or written account that includes significant features, characteristics, and relevant details. The learner should be able to demonstrate the ability to convey a comprehensive understanding and include all key components, stages and/or features of concept, process, or object being described.
Develop	The process of creating, improving or expanding something over time.	The learner will be expected to create, enhance or expand something. This may involve creating new ideas, projects or solutions – Improving existing skill, knowledge or products – expanding upon current understand or capabilities to achieve great depth or breath.
Draw	To produce a diagram, sketch, or illustration to represent an idea or concept.	The learner will be expected to perform tasks that involve producing visual aids to explain concepts, processes or structures.
Estimate	To make an approximate calculation or judgement about the value, number, size, or cost of something.	Learners will be expected to follow a process of assessing and evaluating information provided, to calculating cost of materials and

Follow	Adhere to rules, procedures and/or conventions regarding an activity showing skills and knowledge in more than one area and/or contexts.	Adhere to a series of steps or stages in a specific order to achieve a particular goal or complete a task. This involves understanding and executing each step correctly, ensuring that the sequence is maintained to produce the desired outcome.
Identify	To select and list appropriate items from information that you have been given or collected.	The learner will be expected to review a set of data, information or items, and accurately select and list the required individual elements of data, information or items. The learner should be able demonstrate the ability to filter relevant information from a broader set, showing comprehension and attention to detail.
Illustrate	To visually or descriptively depict an item, activity, or process in a clear and detailed manner to enhance understanding and convey information effectively.	The learner will be expected to have a thorough understanding of the item, activity, or process being illustrated. This involves comprehending its components, functions, and overall purpose. The learner must ensure that the illustration is clear and detailed. This involves providing enough information to accurately represent the subject and using appropriate visual, role play or descriptive techniques to enhance clarity. The learner employs effective visual techniques, such as role play, diagrams, charts, sketches, or infographics, to depict the subject. This involves choosing the appropriate method to best convey the information. The learner uses descriptive language to complement the visual elements. This involves providing explanations, annotations, or labels to enhance the understanding of the illustration. The learner ensures that the illustration is accurate and free from errors.
Interpret	To analyse, explain, and make sense of information to enhance understanding and inform decisions or actions.	The learner will be expected to comprehend the information being interpreted. This involves understanding the content, context, and relevance of the information. The learner analyses the information to identify key points, patterns, and relationships. This involves breaking down complex information into manageable parts and examining it critically. The learner explains the information in a clear and coherent manner. This involves communicating the meaning, implications, and significance of the information to others. The learner places the

		information within the appropriate context. This involves understanding how the information relates to broader concepts, situations, or fields of study. The learner applies the interpreted information to inform decisions, actions, or further understanding. This involves using the insights gained from interpretation to solve problems, make informed choices, or deepen knowledge.
Justify	To provide a valid reason or explanation for something. To defend actions, decisions, or beliefs by offering logical or rational reasons.	It is expected that a learner would provide reasoning or evidence to support and justify their answer. Similarly, a learner may need to explain why they took certain actions and provide valid reasons for them to justify those actions.
Perform	To execute and carry out a specific activity or process effectively and efficiently to achieve a desired outcome.	The learner will be expected to comprehend the instructions or guidelines related to the activity or process. This involves understanding the steps, objectives, and expected outcomes. The learner prepares for the activity or process by organising necessary resources, materials, and tools. The learner carries out the activity or process according to the instructions or plan. The learner applies relevant skills and knowledge during the performance of the activity or process. This involves using techniques and methods appropriate to the task. The learner manages their time effectively to complete the activity or process within the given timeframe. The learner evaluates the results of the activity or process to ensure that the objectives are met. This involves assessing the quality of the produced items or the accuracy of the understanding gained.
Plan	To create a detailed strategy or roadmap for an activity or process, outlining the necessary steps, resources, and timeline to achieve specific objectives.	The learner will be expected to identify clear and specific objectives for the activity or process. The learner conducts thorough research and analysis to inform the planning process. This includes gathering relevant information, studying existing solutions, and understanding constraints and opportunities. The learner identifies and allocates the necessary resources, such as materials, tools, personnel, and budget.

		<p>The learner creates a detailed step-by-step plan outlining the tasks and activities needed to achieve the objectives.</p> <p>The learner assesses potential risks and develops strategies to mitigate them. The learner develops a timeline and schedule for the activity or process. The learner documents the planning process and the final plan. This includes recording the objectives, research findings, resource allocations, steps, risk assessments, and timelines to provide a clear and comprehensive guide.</p>
Prepare	To gather necessary materials, plan steps, and organise resources in advance to ensure readiness for a task or activity, following specified procedures and guidelines.	<p>The learner will be expected to organise and arrange the necessary components or materials, create a step-by-step plan, and ensure all resources are available and ready for a specific task or activity. The learner will be able to demonstrate the ability to systematically plan ahead, coordinate elements effectively, and adhere to any required guidelines or protocols demonstrating readiness and a clear understanding of the preparation process required for successful task completion.</p>
Produce	To create, generate, or fabricate items or information through appropriate processes and techniques to meet specified objectives and quality standards.	<p>The learner will be expected to comprehend the requirements and objectives for the production task. This involves understanding the specifications, desired outcomes, and quality standards. The learner plans and prepares for the production process. This includes organising necessary resources, materials, tools, and setting up the workspace. The learner selects the appropriate materials needed for production. The learner executes the production process accurately and systematically. The learner inspects the produced items or information to ensure they meet the required standards and specifications.</p>
Research	To systematically investigate and study materials and sources in order to establish facts and reach new conclusions.	<p>The learner will be expected to conduct a structured and methodical approach to defining objectives, gathering data from various sources, systematically investigating and analysing that data, establishing facts, and reaching new conclusions that can inform decision-making and program development.</p>

Select	To choose and identify the most appropriate items or information from a range of options based on specific criteria, relevance, and requirements.	The learner will be expected to comprehend the criteria and requirements for selection. This involves understanding the specific attributes, qualities, or characteristics that are important for the task. The learner conducts research and gathers a range of potential items or information. The learner evaluates the available options against the selection criteria. This involves comparing and contrasting different items or pieces of information to determine their suitability. The learner makes informed decisions based on their evaluation. The learner ensures that the selected items or information are accurate and relevant to the task. This involves verifying the validity and reliability of the chosen options.
Summarise	To provide a brief account giving the main points of a topic or range of topics.	The learner will be expected to examine a topic or set of information and condense it into a concise summary that captures the essential points, themes, or arguments, without including unnecessary details. The learner should be able to demonstrate the ability to distill complex or extensive information into its core components and present it in a clear and coherent manner focusing on the most significant aspects and omitting extraneous details.
Use	To employ something for a particular purpose; operate a system or process.	The learner will be expected to use a system, process or tool in a practical assessment activity requiring them to apply theoretical knowledge or skills in real-world scenarios to demonstrate competency and understanding.