

**The Further Education and Training Awards Council (FETAC)  
was set up as a statutory body on 11 June 2001  
by the Minister for Education and Science.  
Under the Qualifications (Education & Training) Act, 1999,  
FETAC now has responsibility for making awards  
previously made by NCVA.**



**Module Descriptor**

**Art and Design**

**Level 3 AF0194**

**September 1997**

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## *Key to Level 3 Module Descriptors*

## Introduction

A **module** is a self-contained unit of learning. Modules may be followed and assessed alone or in association with other modules.

The FETAC offers certification to candidates who achieve the standards specified in modules approved by FETAC.

This module descriptor describes:

- The purpose and aims of the module
- The knowledge, skills and attitudes which successful learners will achieve on completion of the module
- The standard of work required
- The range of work which candidates are required to submit to FETAC as evidence of their achievements
- How the work should be presented for assessment.

The purpose of this module descriptor is to:

- Provide clear guidelines for centre staff to assist them in planning programmes
- Provide a system of assessment which will allow candidates to demonstrate their achievements.

The overall content of the module and the method of delivery should be planned by centre staff, where possible in consultation with learners, taking into account the assessment requirements outlined in the module descriptor.

<b>1</b>	<b>Title</b>	<b>Art and Design</b>
<b>2</b>	<b>Code</b>	<b>AF0194</b>
<b>3</b>	<b>Level</b>	<b>3</b>
<b>4</b>	<b>Value</b>	<b>1 credit</b>
<b>5</b>	<b>Purpose</b>	<p>This module descriptor outlines the learning outcomes which candidates at pre-vocational level should achieve in order to explore various aspects of the visual arts and communicate using a range of media and materials.</p> <p>Course providers are encouraged to design programmes which are consistent with these learning outcomes and relate to learners' needs and interests. It complements other modules in this area.</p> <p>Learners who are successful in Art and Design will have the opportunity to generate images and compositions using a range of techniques and to develop confidence in their own creativity and visual awareness.</p>
<b>6</b>	<b>Preferred Entry Level</b>	No previous qualifications are required.
<b>7</b>	<b>Special Requirements</b>	None.
<b>8</b>	<b>General Aims</b>	<p><i>Candidates who successfully complete this module will:</i></p> <p><b>8.1</b> develop an understanding and appreciation of art and design elements</p> <p><b>8.2</b> explore a range of media and materials safely</p> <p><b>8.3</b> communicate ideas effectively</p> <p><b>8.4</b> develop personal qualities such as perseverance, initiative, creativity and visual awareness.</p>

**9 Units** There are no units in Art and Design, Level 3.

**10 Specific Learning Outcomes**

*Candidates must achieve all of the following Specific Learning Outcomes:*

- 1** Apply a range of art and design elements.
- 2** Use a range of materials and media.
- 3** Use a range of tools and equipment.
- 4** Demonstrate good workshop practice.
- 5** Research an idea.
- 6** Communicate ideas visually.
- 7** Solve specified design problems.
- 8** Display and present own work.

**11 Assessment** Candidates present a portfolio of coursework which shows that they have achieved all of the Specific Learning Outcomes.

**Portfolio** The portfolio must include the following:

**Three pieces of work**  
**Support Materials**

Three pieces of work:

candidates present three finished pieces of work which should include examples of drawing, painting and first-hand response to source objects.


Support Materials: candidates submit the rough sketches, working drawings, notes and plans used in the planning, design and production of the finished pieces. Support materials should provide evidence of research, creativity, materials manipulation and experimentation.

- 12 Performance Criteria** Performance Criteria provide guidelines on Specific Learning Outcomes and describe the standards which successful candidates must achieve.

For ease of reference, Performance Criteria are itemised alongside the relevant Specific Learning Outcome.

<b>Specific Learning Outcomes</b> <i>The learner should be able to:</i>	<b>Performance Criteria</b>
<b>1 Apply a range of art and design elements</b>	mix primary, secondary and tertiary colours, using paint  use art elements, eg line and tone, to describe form  respond in two and three dimensions to source material.
<b>2 Use a range of media and materials</b>	experiment with a minimum of two media  work in either two or three dimensions.
<b>3 Use a range of tools and equipment</b>	select correct tool for task or process  store and maintain tools and equipment correctly.
<b>4 Demonstrate good workshop practice</b>	identify hazardous material  use protective equipment and clothing, where appropriate  take adequate safety precautions in the use of media and equipment.
<b>5 Research an idea</b>	identify a theme or idea of interest  gather related source material  select relevant source material  make a personal response to material.

<p><b>6 Communicate ideas visually</b></p>	<p>explore idea using art and design elements</p> <p>explore source material using art and design elements</p> <p>experiment with a range of media to create appropriate effects</p> <p>select and make at least one visual response</p> <p>review and evaluate effectiveness of materials and techniques chosen.</p>
<p><b>7 Solve specified design problem</b></p>	<p>suggest solutions to one simple design problem through planning and research, eg organise lay-out of a room.</p>
<p><b>8 Display and present own work</b></p>	<p>complete relevant work</p> <p>select work for presentation</p> <p>use most suitable display technique, eg flat mount, window mount, pedestal, etc.</p>

<b>Level 3</b>	<b>Individual Candidate Marking Sheet</b>	<b>Art and Design AF0194</b>	
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*This form is to be copied, completed and attached to the front of each candidate's portfolio.*

**Candidate's Name:** \_\_\_\_\_ **PPSN:** \_\_\_\_\_

<b>Specific Learning Outcome</b> <i>The learner can:</i>	<b>SLO</b> (✓)	<b>Evidence</b> <b>Explanatory Information*</b>
1. Apply a range of art and design elements.		
2. Use a range of media and materials.		
3. Use a range of tools and equipment.		
4. Demonstrate good workshop practice.		
5. Research an idea.		
6. Communicate ideas visually.		
7. Solve specified design problems.		
8. Display and present own work.		

(✓) indicates that the candidate has achieved the SLO. \*see Appendix, paragraphs 1, 2 and 3.

**This is to state that the evidence presented in the attached portfolio is complete and is the work of the named candidate.**

**Candidate's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Assessor's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**External Authenticator's signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Appendix

### *Guidelines for presentation and recording of evidence for assessment at Level 3.*

#### **1 Description of Portfolio**

Level 3 portfolios may contain a wide range of evidence which relates to different Specific Learning Outcomes. Evidence may consist of different types of work, such as:

- written assignments, completed worksheets, cloze exercises
- articles, short answer questions
- personal journals, logs, notes of class sessions
- graphics, logos, drawings, diagrams, montage
- photographs, storyboards, maps, plans
- charts, computer print-outs
- objective test answers, questionnaires, checklists
- audio tapes, audio reviews, video tapes
- completed items or artefacts

*and*

- tutor verification of tasks accomplished and activities carried out.

All evidence presented in the portfolio should be the candidate's own work. Independent achievement of the presented work is encouraged; however, where tutors have assisted in the production of final evidence, this should be clearly indicated on the finished piece.

#### **2 Completion of Marking Sheets**

The Individual Candidate Marking Sheet should be copied from this module descriptor, completed by the tutor and presented along with other evidence of the candidate's achievements. Specific Learning Outcomes attained by the candidate should be identified with a tick (✓).

The completed marking sheet should be signed by the candidate and the tutor, indicating that the portfolio contains the candidate's own work.

### 3 **Assessor Verification of Achievements**

All the Specific Learning Outcomes achieved by the candidate should be verified by the tutor. In most cases, where evidence of the candidate's achievements is contained in the portfolio, this will consist of a tick (✓).

However, some work cannot be included in the portfolio, for example:

- if the evidence consists of a demonstration of skill, execution of a task, role play, live performance or other behaviour observed by the tutor
- if the evidence is perishable, for example foodstuffs.

A brief note from the tutor in the '*Evidence*' column of the Individual Candidate Marking Sheet should describe the relevant activity, for example 'satisfactory role-play observed'; 'took part in weekly soccer games'.

In some cases the evidence may need to be described in more detail. If so, the written verification should consist of a note in the candidate's portfolio. If the tutor verification applies to activities carried out by a group of candidates, one note will cover the whole group.

Some tutors may encourage candidates to complete their own Marking Sheets. This is acceptable provided that their accuracy is verified and guaranteed by the tutor.

Assessor verification is accepted as the **sole evidence** of a candidate's achievement **only if no other work can be submitted: that is, if the Specific Learning Outcome refers to an observed task or practical activity; or if the evidence is perishable.**

### 4 **Submission of Evidence**

All Specific Learning Outcomes in which the candidate has achieved success must be verified by suitable evidence which shows that the learner has reached the required standard. Guidelines on the specifications of evidence for individual modules are given in the *Assessment* section above.

In some cases, a single piece of work can demonstrate that the candidate has succeeded in several Specific Learning Outcomes. This should be clearly indicated on the Individual Candidate Marking Sheet in the '*Evidence*' column.

**5**      **Group Activity  
and  
Group Projects**

If the candidate has participated in a group activity, this may be submitted as evidence of achievement, provided that the individual's contribution is summarised on the Individual Candidate Marking Sheet in the column headed '*Evidence*'.

In cases where a group project is undertaken as part of the assessment procedure, the portfolio of each group member should record or contain supporting evidence of their individual contribution to the group task, such as notes, plans, costings, sketches, drafts.

**6**      **Volume of  
Evidence**

Work submitted for assessment should consist of the candidate's *best efforts*. It should demonstrate that s/he has achieved the Specific Learning Outcomes and should comply with specifications outlined in the *Assessment* section. In many instances, it will be unnecessary to submit all the work produced by a candidate during the course.

**7**      **Assessment  
Procedures**

**Centre-based assessment:** portfolios of coursework are assessed by the course tutor, in his/her own centre. Portfolios which have reached the required standard are submitted for external monitoring on designated dates throughout the year. It is important that tutors judge carefully that candidates' portfolios are ready to be submitted for external monitoring, since those which do not meet the standard will be referred back to the candidate.

**External monitoring:** tutors present the portfolios which they judge have reached the required standard. Portfolios which do not yet meet the requirements are referred back to the candidate for further work.

The process of external monitoring ensures that a national standard is defined and applied to work submitted by all candidates.



## Key to Level 3 Module Descriptors

- 1 **Module Title:** gives an indication of the module content. This appears on the candidate's Certificate.
- 2 **Module Code:** a code for each module is assigned by FETAC.
- 3 **Level:** This module descriptor outlines the requirements for Level 3.
- 4 **Value:** most modules have a value of 1 credit. A small number of modules have a value of 0.5 credit or 2 credits.
- 5 **Purpose:** this is a general statement which describes the rationale and context for the module.
- 6 **Preferred Entry Level:** indicates the level of previous achievement or experience which a learner should have in order to start work on the module. No previous qualifications are required for Level 3 modules.
- 7 **Special Requirements:** describes any specific conditions which the centre must provide in order to present candidates for assessment in this module.
- 8 **General Aims:** these are broad statements of the key areas of competence (knowledge, skills, aptitudes) which the learner should develop as a result of following the module.
- 9 **Units:** some modules are sub-divided into groups of related Specific Learning Outcomes.
- 10 **Specific Learning Outcomes:** these describe in detail what the learner should be able to do when s/he has completed the module. These may include practical skills, behaviour, specific knowledge or understanding.
- 11 **Assessment:** this describes the range of work which candidates present as evidence of their achievements.  
**Technique:** at Level 3, assessment is carried out through a portfolio of coursework. Each candidate presents a portfolio containing a selection of work which demonstrates that s/he has achieved success in **all the Specific Learning Outcomes listed**. The type of evidence which may be presented varies according to the module.
- 12 **Performance Criteria:** these provide guidelines on the Specific Learning Outcomes and describe the standards which successful candidates must reach in order to gain credit. For ease of reference, Performance Criteria are listed alongside the relevant Specific Learning Outcomes.
- 13 **Grading:** At Level 3, the achievement of the required standard is indicated by the grade 'successful'.