

# SEG Awards Level 3 Foundation Diploma in Art, Design and Media

---

## Qualification Guidance

---

Level 3 Diploma – 500/8476/8

---



## About Us

---

At Skills and Education Group Awards we continually invest in high quality qualifications, assessments and services for our chosen sectors. As a UK leading sector specialist we continue to support employers and skills providers to enable individuals to achieve the skills and knowledge needed to raise professional standards across our sectors.

Skills and Education Group Awards has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via a web browser by connecting to our secure website using a username and password: [Skills and Education Group Online Registration System](#)

## Sources of Additional Information

---

Skills and Education Group Awards website [www.skillsandeducationgroupawards.co.uk](http://www.skillsandeducationgroupawards.co.uk) provides access to a wide variety of information.

## Copyright

---

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publishers.

This document may be copied by approved centres for the purpose of assessing learners. It may also be copied by learners for their own use.

## Specification Code, Date and Issue Number

---

The specification code is D6102-03

The date of this specification is September 2022. The Issue number is **6.3**

Issue	Date	Details of change
6.1	Sept 19	Qualification Guide published in new format
6.2	Feb 20	Statement re Grade Boundaries added
6.2.1	Jun 22	Correction to unit numbers documented on page 22 and 23. Unit numbers remain correct on regulatory and registration sites.
6.3	Sept 22	New review date and updated branding

This guide should be read in conjunction with the Indicative Content document **version 1.1** which is available on our secure website using the link above.

# Contents

---

About Us .....	1
Contents.....	3
Introduction .....	5
Pre-requisites .....	5
Aims .....	5
Target Group.....	6
Content Overview .....	6
Qualification Structure and Rules of Combination.....	8
Assessment.....	9
Practice Assessment Material .....	9
Teaching Strategies and Learning Activities .....	9
Progression Opportunities.....	9
Tutor / Assessor Requirements.....	9
Language.....	10
Qualification Summary .....	11
Unit Details .....	12
ADL3U1 – Information and Research in Art, Design and Media .....	13
ADL3U2 – Recording and Responding in Art, Design and Media .....	14
ADL3U3 – Experimentation with Materials and Processes in Art, Design and Media .....	16
ADL3U4 – Personal Preparation and Progression in Art, Design and Media .....	18
ADL3U5 – Information and Interpretation in Art, Design and Media.....	19
ADL3U6 – Combined Experimental Studies in Art, Design and Media .....	20
ADL3U7 – Media Development in Art, Design and Media.....	21
ADL4U4 – Personal Confirmatory Study in Art, Design and Media .....	22
Appendices .....	24
Grading Criteria .....	24
Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies .....	26
Certification .....	27
Exemptions.....	27
Glossary of Terms .....	28

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Qualification Guide is in use. Any amendments will be published on our website and centres are encouraged to check this site regularly.

## Introduction

---

This qualification has been developed to enhance self-reliant learning, creative production, and to prepare learners to progress onto further qualifications or employment. It builds on learners' prior experience in art design and media, linking previously acquired skills with ideas that will challenge learners' critical independence and provide them with a full understanding of the career opportunities available within the sector. Learners will complete this qualification with a comprehensive and full understanding of the following:

- Contemporary and historical cultural contexts in the field of art, design and media
- The importance of visual language for recording and responding
- The potential and limitations of a variety of media and processes
- How to identify personal progression routes and present work effectively to others
- Optional units include: Media Development, Information and Interpretation, and Combined Experimental Studies in Art, Design and Media

## Pre-requisites

---

The SEG Awards Level 3 Foundation Diploma in Art, Design and Media is aimed at 16+ learners who wish to develop their art, design and media skills for entry into Higher Education or related employment. Learners would normally be expected to have achieved one or more A level qualifications or equivalent.

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of learners' ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

## Aims

---

The SEG Awards Level 3 Foundation Diploma in Art, Design and Media is designed to meet the following aims:

- to enhance learners' capacity to learn and develop those abilities and skills which lead to self-reliant learning
- to develop learners' critical awareness of the contemporary visual world and it's broader cultural context
- to develop learners' ability in the methods of creative production
- to develop learners' understanding and awareness of the opportunities and demands of study in art, design and media
- to provide a context in which learners can identify their strengths and ambitions through a progressive exploration of skills and concepts central to art, design and media practice
- to develop learners' informed awareness and understanding of the relationship between their strengths and ambitions and realisable goals within Higher Education or a chosen employment opportunity

## Target Group

---

The SEG Awards Level 3 Foundation Diploma in Foundation Studies in Art, Design and Media is aimed at:

- learners who wish to develop their art, design and media skills for entry into Higher Education or related employment

Skills and Education Group Awards expects approved centres to recruit with integrity on the basis of a learner's ability to contribute to and successfully complete all the requirements of a unit/s or the full qualification.

## Content Overview

---

The SEG Awards Level 3 Diploma in Art, Design and Media qualification covers the following eight topics:

**ADL3U1 - Information and research in Art, Design and Media** – In Art, Design and Media, information gathering, evaluation and selection underpin understanding, ideas and personal development. In this unit, learners will research contemporary and historical cultural contexts in the field of art, design and media and begin to relate their own emerging practice to others' work. It also introduces learners to the attitudes and processes that will enable them to foster their own creativity and engage in self-reliant learning.

**ADL3U2 - Recording and Responding in Art, Design and Media** – In this unit learners will develop skills in observing, recording and making in response to what they see, hear, think and feel and will work with this information to push it forward into new and unfamiliar areas. In particular, learners will learn to recognise the importance and functions of communicating visually for their development as creative practitioners, through critically reviewing how it feeds the creative process across the disciplines of Art, Design and Media.

**ADL3U3 - Experimentation with Materials and Processes in Art, Design and Media** – Media and materials are an essential component of art, design and communication work. These may range from traditional processes through to more unusual or innovative activities. In this unit, learners will need to carry out extensive experimentation in order to explore the potential and limitations of a variety of media and processes. Learners will be encouraged to recognise the intrinsic formal qualities of different media as essential elements in visual communication and to begin to build relationships between theory and practice including the questioning of established assumptions.

**ADL3U4 - Personal Preparation and Progression in Art, Design and Media** – The opportunity for learners to identify future aims and possible progression routes is a significant component of the qualification. Identifying a personal direction within the breadth of available opportunities is a self-revelatory process, which requires time for personal and shared reflection. In this unit learners will analyse their interests and ambitions, evaluating skills, and investigate directions to pursue in preparation for progression. Learners will use this analysis to confirm their progression options and to organise a portfolio which reflects and supports their progression ambitions.

**ADL3U5 - Information and Interpretation in Art, Design and Media** – Creative practitioners use their understanding of the contemporary visual world and their awareness of historical developments to inspire and inform their own creative work. This unit will enable learners to begin to develop their own understanding of contemporary and historical contexts. They will be able to use this awareness to begin to develop their own creative intentions in preferred pathways.

**ADL3U6 - Combined Experimental Studies in Art, Design and Media** – Creating successful art, design and communication work involves a selective synthesis of skills, processes and understanding. In this unit, learners will learn how to bring together their skills in working with media and techniques, develop their ability to select research methods and processes and to apply their understanding of the creative process.

**ADL3U7 - Media Development in Art, Design and Media** – The choice of media and materials has an influence on learner's appreciation of the form, nature and function of images and objects. In this unit, learners will explore how their own ideas development and practice can be influenced by the ways in which they exploit the characteristics and properties of chosen media and materials.

**ADL4U4 - Personal Confirmatory Study in Art, Design and Media** – In this unit learners will bring together their skills, knowledge and understanding to carry out a personal confirmatory study. They will be required to manage their own personal learning and development. Learners should support their creative and technical skills by extending their knowledge, experience and understanding through researching and recording their insights into those aspects of contemporary and historical practice which relate to their own creative intentions. They will be required to identify their project aims and objectives, clarify and agree the scope of the work, and manage their time and resources to achieve a final outcome.

## Qualification Structure and Rules of Combination

### SEG Awards Level 3 Diploma in Art, Design and Media

**Rules of Combination:** Learners must achieve a minimum of 120 credits. 84 credits will come from the 5 Mandatory units. 36 credits will come from 3 units chosen from Groups A or B. All 36 credits could be achieved from units in Group A only. Learners can achieve a **maximum** of 1 unit of 12 credits from the Level 4 units in Group B in place of the corresponding Level 3 unit.

The overall qualification is graded Pass/Merit/Distinction with learners having to achieve additional criteria linked to unit **D601/4209** Personal Confirmatory Study in Art, Design and Media.

Unit	Unit Number	Level	Credit Value	GL
<b>Mandatory Units</b>				
Information and Research in Art, Design and Media	M/601/4196	3	10	75
Recording and Responding in Art, Design and Media	A/601/4198	3	10	75
Experimentation with Materials and Processes in Art, Design and Media	K/601/4200	3	12	80
Personal Preparation and Progression in Art, Design and Media	T/601/4202	3	12	70
Personal Confirmatory Study in Art, Design and Media	D/601/4209	4	40	240
<b>Group A</b>				
Information and Interpretation in Art, Design and Media	J/601/4205	3	12	60
Combined Experimental Studies in Art, Design and Media	R/601/4207	3	12	60
Media Development in Art, Design and Media	Y/601/4208	3	12	60
<b>Group B</b>				
Information and Interpretation in Art, Design and Media	H/601/4213	4	12	60
Combined Experimental Studies in Art, Design and Media	K/601/4214	4	12	60
Media Development in Art, Design and Media	M/601/4215	4	12	60



If learners achieve credits from units of the same title (or linked titles) at more than one level, they cannot count credits achieved from both units towards the credit target of a qualification.

## **Assessment**

---

Internal assessment, internal and external moderation. Specific requirements and restrictions may apply to individual units within qualifications. Please check unit and qualification details for specific information.

## **Practice Assessment Material**

---

Skills and Education Group Awards confirm that there are no practice assessment material for this qualification.

## **Teaching Strategies and Learning Activities**

---

Centres should adopt a delivery approach which supports the development of all individuals. The aims and aspirations of all the learners, including those with identified special needs or learning difficulties/disabilities, should be considered and appropriate support mechanisms put in place.

## **Progression Opportunities**

---

Successful completion of this qualification can provide progression to a named pathway in art, design or media in Higher Education or a chosen employment opportunity. Centres should be aware that reasonable Adjustments which may be permitted for assessment may in some instances limit a learner's progression into the sector. Centres must, therefore, inform learners of any limits their learning difficulty may impose on future progression.

This qualification attracts UCAS points and may support learners in their application to higher education programmes.

## **Tutor / Assessor Requirements**

---

Skills and Education Group Awards require those involved in the assessment process to be suitably experienced and / or qualified. In general terms, this usually means that the assessor is knowledgeable of the subject / occupational area to a level above that which they are assessing.

Assessors should also be trained and qualified to assess or be working towards appropriate qualifications.

Those responsible for Internal Quality Assurance (IQA) must be knowledgeable of the subject / occupational area to a suitable level to carry out accurate quality assurance practices and processes.

## Language

---

These specifications and associated assessment materials are in English only.

## Qualification Summary

<b>Qualification</b>								
<b>SEG Awards Level 3 Diploma in Art, Design and Media</b>								
<b>Qualification Purpose</b>	Prepare for further learning or training and/or develop knowledge and/or skills in a subject area							
<b>Age Range</b>	<b>Pre 16</b>		<b>16-18</b>	✓	<b>18+</b>	✓	<b>19+</b>	✓
<b>Regulation</b>	The above qualifications are regulated by Ofqual							
<b>Assessment</b>	<ul style="list-style-type: none"> <li>Internal assessment</li> <li>Internal and external moderation</li> </ul>							
<b>Type of Funding Available</b>	See FaLa (Find a Learning Aim)							
<b>Qualification/Unit Fee</b>	See Skills and Education Group Awards web site for current fees and charges							
<b>Grading</b>	<p>Pass/Merit/Distinction</p> <p>To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed.</p> <p>To achieve a Merit or Distinction Grade, learners must achieve additional grading criteria linked to the following unit D/601/4209 Personal Confirmatory Study in Art, Design and Media.</p> <p>Details of grading criteria can be found in the full specification which will be made available to approved Skills and Education Group Awards centres.</p>							
<b>Operational Start Date</b>	01/04/2010							
<b>Review Date</b>	31/12/2025							
<b>Operational End Date</b>								
<b>Certification End Date</b>								
<b>Guided Learning (GL)</b>	720 hours							
<b>Total Qualification Time (TQT)</b>	1200 hours							
<b>Skills and Education Group Awards Sector</b>	Creative and Design							
<b>Ofqual SSA Sector</b>	9.2 Crafts, Creative Arts and Design							
<b>Support from Trade Associations</b>	Creative and Cultural Skills (CCS)							
<b>Administering Office</b>	See Skills and Education Group Awards web site							

## Unit Details

---

## ADL3U1 – Information and Research in Art, Design and Media

<b>Unit Reference</b>	<b>M/601/4196</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>10</b>
<b>Guided Learning (GL)</b>	<b>75 hours</b>
<b>Unit Summary</b>	In Art, Design and Media, information gathering, evaluation and selection underpin understanding, ideas and personal development. In this unit, learners will research contemporary and historical cultural contexts in the field of art, design and media and begin to relate their own emerging practice to others' work. It also introduces learners to the attitudes and processes that will enable them to foster their own creativity and engage in self-reliant learning.
<b>Learning Outcomes (1 to 2)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 2.2)</b> <b><i>The learner can</i></b>
1. Plan and carry out information gathering and research.	1.1. Select appropriate research topics / subjects / areas / themes.  1.2. Plan and carry out thorough and wide ranging research from a broad range of given contexts.  1.3. Utilise a range of processes to record information gathered.  1.4. Demonstrate the ability to challenge pre-conceptions.  1.5. Seek out and use advice to support research activity.  1.6. Demonstrate the ability to use research in support of creative activity.
2. Review and analyse research.	2.1. Review and reflect upon activities and work outcome, noting opportunities for improvement and development.  2.2. Demonstrate the ability to analyse, evaluate and communicate findings.

## ADL3U2 – Recording and Responding in Art, Design and Media

<b>Unit Reference</b>	<b>A/601/4198</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>10</b>
<b>Guided Learning (GL)</b>	<b>75 hours</b>
<b>Unit Summary</b>	In this unit learners will develop skills in observing, recording and making in response to what they see, hear, think and feel and will work with this information to push it forward into new and unfamiliar areas. In particular, learners will learn to recognise the importance and functions of communicating visually for their development as creative practitioners, through critically reviewing how it feeds the creative process across the disciplines of art, design and media.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Develop skills in the use of visual language for recording and responding.	<p>1.1. Select appropriate visual language to record topics/subjects/areas/themes.</p> <p>1.2. Plan and carry out thorough and wide ranging recording from a broad range of given contexts.</p> <p>1.3. Utilise a range of processes to record visual responses.</p> <p>1.4. Demonstrate the ability to challenge preconceptions.</p> <p>1.5. Demonstrate the ability to seek out and use advice to support the creative process.</p> <p>1.6. Demonstrate the ability to use recording and responding in support of creative activity.</p>
2. Review and analyse visual language.	<p>2.1. Review and reflect upon activities and work outcome, noting opportunities for improvement and development.</p> <p>2.2. Demonstrate the ability to analyse, evaluate and</p>

	communicate findings.
3. Develop skills in the use of oral and written language to support their work.	<p>3.1. Select and use appropriate oral and written language to support recording and responses activities.</p> <p>3.2. Begin to build an understanding of the relationship between theory and practice.</p>

## ADL3U3 – Experimentation with Materials and Processes in Art, Design and Media

<b>Unit Reference</b>	<b>K/601/4200</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>12</b>
<b>Guided Learning (GL)</b>	<b>80 hours</b>
<b>Unit Summary</b>	Media and materials are an essential component of art, design and communication work. These may range from traditional processes through to more unusual or innovative activities. In this unit, learners will need to carry out extensive experimentation in order to explore the potential and limitations of a variety of media and processes. Learners will be encouraged to recognise the intrinsic formal qualities of different media as essential elements in visual communication and to begin to build relationships between theory and practice including the questioning of established assumptions.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.3)</b> <i>The learner can</i>
1. Experiment with materials and processes.	<p>1.1. Identify the characteristics and uses of a wide range of materials and processes.</p> <p>1.2. Carry out wide ranging experimentation with traditional and more unusual materials and processes.</p> <p>1.3. Utilise a range of processes to record materials and processes explorations.</p> <p>1.4. Demonstrate the ability to challenge preconceptions.</p> <p>1.5. Seek out and use advice to support experimental activities.</p>
2. Analyse and present outcomes of the experimentation activities.	2.1. Analyse, identify and evaluate the potential and limitations of materials and processes for creating ideas and developing solutions.



	<p>2.2. Review and reflect upon activities and work outcomes, noting opportunities for improvement and development.</p> <p>2.3. Demonstrate the ability to communicate findings.</p>
--	--

## ADL3U4 – Personal Preparation and Progression in Art, Design and Media

<b>Unit Reference</b>	<b>T/601/4202</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>12</b>
<b>Guided Learning (GL)</b>	<b>70 hours</b>
<b>Unit Summary</b>	The opportunity for learners to identify future aims and possible progression routes is a significant component of the qualification. Identifying a personal direction within the breadth of available opportunities is a self-revelatory process, which requires time for personal and shared reflection. In this unit learners will analyse their interests and ambitions, evaluate skills, and investigate directions to pursue in preparation for progression. Learners will use this analysis to confirm their progression options and to organise a portfolio which reflects and supports their progression ambitions.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.2)</b> <i>The learner can</i>
1. Be able to identify personal progression routes.	1.1. Research and interpret information regarding progression options. 1.2. Identify progression aims and opportunities that match interests and aspirations. 1.3. Prepare information about themselves to suit their progression needs.
2. Be able to present themselves and their work to enable progression.	2.1. Select, organise and prepare work for presentation using appropriate techniques and sequencing. 2.2. Present themselves and their work to others.

## ADL3U5 – Information and Interpretation in Art, Design and Media

<b>Unit Reference</b>	<b>J/601/4205</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>12</b>
<b>Guided Learning (GL)</b>	<b>60 hours</b>
<b>Unit Summary</b>	Creative practitioners use their understanding of the contemporary visual world and their awareness of historical developments to inspire and inform their own creative work. This unit will enable learners to begin to develop their own understanding of contemporary and historical contexts. They will be able to use this awareness to begin to develop their own creative intentions in preferred pathways.
<b>Learning Outcomes (1 to 1)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 1.4)</b> <i>The learner can</i>
1. Interpret and evaluate the work of others to support their own creative development.	1.1. Undertake research into the work of others. 1.2. Identify the characteristics of the work of others and evaluate its relevance to their own development. 1.3. Demonstrate an awareness of different approaches to creative activity within the work of others. 1.4. Demonstrate the ability to communicate knowledge through visual and textual language.

## ADL3U6 – Combined Experimental Studies in Art, Design and Media

<b>Unit Reference</b>	<b>R/601/4207</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>12</b>
<b>Guided Learning (GL)</b>	<b>60 hours</b>
<b>Unit Summary</b>	Creating successful art, design and communication work involves a selective synthesis of skills, processes and understanding. In this unit, learners will learn how to bring together their skills in working with media and techniques, develop their ability to select research methods and processes and to apply their understanding of the creative process.
<b>Learning Outcomes (1 to 2)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 2.4)</b> <i>The learner can</i>
1. Combine skills, processes and understanding in order to identify and develop creative intentions.	<p>1.1. Carry out substantial experimentation with chosen media, techniques and processes.</p> <p>1.2. Apply understanding when selecting and applying research methods and approaches to meet identified objectives.</p> <p>1.3. Apply understanding of chosen media in selecting and using suitable working processes.</p>
2. Plan and realise outcomes.	<p>2.1. Produce work outcomes demonstrating a synthesis of skills, processes and understanding.</p> <p>2.2. Maintain a commitment to developing creativity and getting results through determination and application.</p> <p>2.3. Use interpretation and evaluation to inform actions and progress results.</p> <p>2.4. Organise and appropriately present work outcomes and the working processes undertaken.</p>

## ADL3U7 – Media Development in Art, Design and Media

<b>Unit Reference</b>	<b>Y/601/4208</b>
<b>Level</b>	<b>3</b>
<b>Credit Value</b>	<b>12</b>
<b>Guided Learning (GL)</b>	<b>60 hours</b>
<b>Unit Summary</b>	The choice of media and materials has an influence on learner's appreciation of the form, nature and function of images and objects. In this unit, learners will explore how their own ideas development and practice can be influenced by the ways in which they exploit the characteristics and properties of chosen media and materials.
<b>Learning Outcomes (1 to 1)</b> <b><i>The learner will</i></b>	<b>Assessment Criteria (1.1 to 1.4)</b> <b><i>The learner can</i></b>
1. Use and evaluate a range of media and materials.	<p>1.1. Select and use a range of media and materials.</p> <p>1.2. Identify the characteristics of the selected media and materials and evaluate their relevance to support their own development.</p> <p>1.3. Use the evaluation of the characteristics of different media and materials to inform own practice.</p> <p>1.4. Articulate understanding and knowledge of media and materials through visual and textual means.</p>

## ADL4U4 – Personal Confirmatory Study in Art, Design and Media

<b>Unit Reference</b>	<b>D/601/4209</b>
<b>Level</b>	<b>4</b>
<b>Credit Value</b>	<b>40</b>
<b>Guided Learning (GL)</b>	<b>240 hours</b>
<b>Unit Summary</b>	In this unit learners will bring together their skills, knowledge and understanding to carry out a personal confirmatory study. They will be required to manage their own personal learning and development. Learners should support their creative and technical skills by extending their knowledge, experience and understanding through researching and recording their insights into those aspects of contemporary and historical practice which relate to their own creative intentions. They will be required to identify their project aims and objectives, clarify and agree the scope of the work, and manage their time and resources to achieve a final outcome.
<b>Learning Outcomes (1 to 3)</b> <i>The learner will</i>	<b>Assessment Criteria (1.1 to 3.2)</b> <i>The learner can</i>
1. Produce a proposal for a personal confirmatory study.	1.1. Produce a proposal for a personal confirmatory study in no less than 500 words to include: <ul style="list-style-type: none"> <li>a. reflection on progress and achievement to date</li> <li>b. clearly identified aims and objectives</li> </ul> 1.2. Identify and negotiate resource implications.
2. Complete a personal confirmatory study within a defined time frame.	2.1. Plan and carry out research within the chosen context. 2.2. Record research evidence using a range of techniques and processes to include a bibliography. 2.3. Demonstrate an informed contextual awareness. 2.4. Plan and manage work to meet identified aims and objectives within an agreed timeframe.

	<p>2.5. Progress work through a synthesis of ideas, skills, knowledge, experience, materials and processes.</p> <p>2.6. Use analysis and evaluation to support the development of ideas and creative activity.</p> <p>2.7. Record the process of work development.</p> <p>2.8. Select, prepare, organise, and display work.</p>
<p>3. Reflect on and evaluate their personal confirmatory study.</p>	<p>3.1. Analyse their personal confirmatory study against their stated intentions.</p> <p>3.2. Evaluate achievements identifying opportunities for future personal and professional developments.</p>

### Grading Criteria

---

#### Grading Criteria for Unit D/601/4209 Personal Confirmatory Study in Art, Design and Media

To achieve a pass grade for this unit, learners must achieve all learning outcomes and assessment criteria. During periodic review it may be necessary to change the overall grade boundaries to maintain standards.

<b>Confirmatory Stage</b>  <b>Grading criteria for Unit D/601/4209 Personal Confirmatory Study in Art, Design and Media</b>	
<b>Merit Grade</b>	<b>Distinction Grade</b>
<p>To achieve a Merit grade the evidence will have to show that, in addition to meeting the pass criteria, the learner can:</p>	<p>To achieve a Distinction grade the evidence will have to show that, in addition to meeting the pass and merit criteria, the learner can:</p>
<p><b>M1.</b> Demonstrate commitment and initiative in the management of wide ranging research, recording clear and informed perceptions.</p> <p><b>M2.</b> Use research material to creatively support the development of a range of predominately personal ideas relevant to the stated aims and objectives.</p> <p><b>M3.</b> Manage the development, organisation and execution of the personal confirmatory study consistently, efficiently and creatively.</p> <p><b>M4.</b> Demonstrate well developed levels of skill and control with materials and</p>	<p><b>D1.</b> Demonstrate commitment and initiative in the management of wide ranging and in depth research, imaginatively recording clear, informed and reflective perceptions.</p> <p><b>D2.</b> Use research material to creatively support the development of an extensive range of distinctly personal ideas relevant to the stated aims and objectives.</p> <p><b>D3.</b> Manage the development, organisation and execution of the personal confirmatory study with exceptional consistency, efficiency and creativity.</p> <p><b>D4.</b> Demonstrate exceptionally developed levels of skill and control with</p>



<p>processes.</p> <p><b>M5.</b> Demonstrate consistency and effectiveness in the use of analysis to evaluate and support the final confirmatory study.</p> <p><b>All criteria must be met to achieve this grade.</b></p>	<p>materials and processes.</p> <p><b>D5.</b> Demonstrate consistency and effectiveness in the use of analysis to perceptively evaluate and creatively support the final confirmatory study.</p> <p><b>All criteria must be met to achieve this grade.</b></p>
--	--

**This grading determines the overall grade of the qualification.**

## Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies

---

Skills and Education Group Awards policy enables learners to avoid duplication of learning and assessment in a number of ways:

- Recognition of Prior Learning (RPL) – a method of assessment that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.
- Exemption - Exemption applies to any certificated achievement which is deemed to be of equivalent value to a unit within Skills and Education Group Awards qualification but which does not necessarily share the exact learning outcomes and assessment criteria. It is the assessor's responsibility, in conjunction with the Internal Moderator, to map this previous achievement against the assessment requirements of the Skills and Education Group Awards qualification to be achieved in order to determine its equivalence.
- Any queries about the relevance of any certificated evidence, should be referred in the first instance to your centre's internal moderator and then to Skills and Education Group Awards.

It is important to note that there may be restrictions upon a learner's ability to claim exemption or credit transfer which will be dependent upon the currency of the unit/qualification and a learner's existing levels of skill or knowledge.

Where past certification only provides evidence that could be considered for exemption of part of a unit, learners must be able to offer additional evidence of previous or recent learning to supplement their evidence of achievement.

- Credit Transfer – Skills and Education Group Awards may attach credit to a qualification, a unit or a component. Credit transfer is the process of using certificated credits achieved in one qualification and transferring that achievement as a valid contribution to the award of another qualification. Units/Components transferred must share the same learning outcomes and assessment criteria along with the same unit number. Assessors must ensure that they review and verify the evidence through sight of:
  - Original certificates OR
  - Copies of certificates that have been signed and dated by the internal moderator confirming the photocopy is a real copy and make these available for scrutiny by the External Moderator.
- Equivalencies – opportunities to count credits from the unit(s) from other qualifications or from unit(s) submitted by other recognised organisations towards the place of mandatory or optional unit(s) specified in the rule of combination. The unit must have the same credit value or greater than the unit(s) in question and be at the same level or higher.

Skills and Education Group Awards encourages its centres to recognise the previous achievements of learners through Recognition of Prior Learning (RPL), Exemption, Credit Transfer and Equivalencies. Prior achievements may have resulted from past or present employment, previous study or voluntary activities. Centres should provide advice and guidance to the learner on what is appropriate evidence and present that evidence to the external moderator in the usual way.

Further guidance can be found in 'Delivering and Assessing Skills and Education Group Awards Qualifications' which can be downloaded from [Skills and Education Group Awards Delivering and Assessing Qualifications](#)

## **Certification**

---

Learners will be certificated for all units and qualifications that are achieved and claimed.

Skills and Education Group Awards policies and procedures are available on the Skills and Education Group Awards web site.

## **Exemptions**

---

This qualification contains no exemptions. For further details see Recognition of Prior Learning (RPL), Exemptions, Credit Transfers and Equivalencies.

## Glossary of Terms

---

### **GL (Guided Learning)**

GL is where the learner participates in education or training under the immediate guidance or supervision of a tutor (or other appropriate provider of education or training). It may be helpful to think – 'Would I need to plan for a member of staff to be present to give guidance or supervision?'

GL is calculated at qualification level and not unit / component level.

Examples of Guided Learning include:

- Face-to-face meeting with a tutor
- Telephone conversation with a tutor
- Instant messaging with a tutor
- Taking part in a live webinar
- Classroom-based instruction
- Supervised work
- Taking part in a supervised or invigilated formative assessment
- The learner is being observed as part of a formative assessment

### **TQT (Total Qualification Time)**

'The number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.' The size of a qualification is determined by the TQT.

TQT is made up of the Guided Learning (GL) plus all other time taken in preparation, study or any other form of participation in education or training but not under the direct supervision of a lecturer, supervisor or tutor.

TQT is calculated at qualification level and not unit / component level.

Examples of unsupervised activities that could contribute to TQT include:

- Researching a topic and writing a report
- Watching an instructional online video at home/e-learning
- Watching a recorded webinar
- Compiling a portfolio in preparation for assessment
- Completing an unsupervised practical activity or work
- Rehearsing a presentation away from the classroom
- Practising skills unsupervised
- Requesting guidance via email – will not guarantee an immediate response