

# Qualification Guide



## NOCN Level 2 Award in Art and Design

## NOCN Level 2 Certificate in Art and Design

## NOCN Level 2 Diploma in Art and Design

Endorsed Routes in:

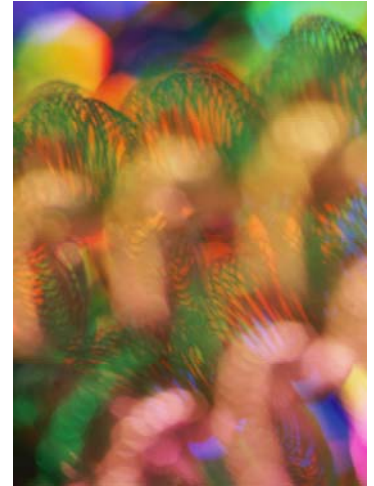
Ceramic Design, Furniture and Upholstery, Interior Design, Jewellery and Metalwork, Painting, Photography, Printmaking, Sculpture, Soft Furnishings, Stained Glass Design, Textile Design

Award National Accreditation No. 100/5054/1

Certificate National Accreditation No. 100/5055/3

Diploma National Accreditation No. 100/5056/5

Version 5 July 2009



The **Diversity** of Learning

**NOCN Level 2 Award in Art and Design**  
**NOCN Level 2 Certificate in Art and Design**  
**NOCN Level 2 Diploma in Art and Design**



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## **National Open College Network**

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The National Open College Network (NOCN) is a major awarding body providing a national framework of credit units and national qualifications. NOCN offers a complementary range of national and local services including curriculum development to support local, regional and national demand.

NOCN works with providers, employers, sector bodies and others to develop flexible and responsive credit based awards and qualifications that widen access to lifelong learning and address exclusion, participation and achievement.

The NOCN Credit and Qualification Framework provides opportunities for learners to achieve unit credits and use these to provide a route to full qualifications and further learning. Quality assurance, supported at the point of delivery, underpins all NOCN credit achievement and qualifications.

The NOCN Level 2 suite of Art and Design qualifications are designed to fit within NOCN's flexible framework. The qualifications have been developed as part of a suite with a range of endorsements as a response to a range of identified needs for developing the creative potential of people as individuals and within communities.

NOCN, through its Open College Network (OCN's), has over 3,000 Centres across the UK. NOCN approves Centres that can demonstrate the ability to meet national requirements for course delivery and quality assurance to support credit awards and qualifications.

NOCN has wide-ranging experience in centre and programme approval and supports centres locally to ensure all awards are valid and valued.

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## **1. About the qualifications**

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The qualifications have been designed to be flexible and enable access to a broad range of learning across the Art and Design sector.

The qualifications will widen participation by offering diverse and flexible learning opportunities through which people can develop basic skills, knowledge and understanding to broaden progression opportunities.

They are next step qualifications which provide progression opportunities for those learners who have achieved the NOCN Level 1 Award, Certificate and/or Diploma in Art and Design. They support government strategy to raise achievement and increase the capacity of individuals in society and in the workplace. The qualifications provide further opportunities for individuals to widen their interest in the arts and to provide a route to Level 3 qualifications and may assist in the achievement of basic and/or key skills through the medium of the arts.

The qualifications support the Department of Culture, Media and Sport's (DCMS) aspirations for developing creative talent within society in order to improve economic success. Research has identified that practical engagement in the area of the arts contributes to raising self-esteem, self-awareness, confidence and attainment for young people and it is intended that these qualifications are available to young people as well as adults. The work of the DCMS, the Arts Council and the DfES in setting up Creative Skills Partnership programme supports work in linking arts education to key government strategies. The specific aims of the qualifications are to:

- Develop confidence in an individual's creative abilities.
- Develop technical skills and knowledge through the use of a variety of techniques, processes and media with support and guidance.
- Explore ideas and issues.
- Offer opportunities for valuing different ideas and contributions from others.
- Develop an understanding and awareness of the contribution of the arts to culture and society.
- Make connections between own work and that of others.
- Develop basic and key skills.

The qualifications have been designed to allow for both the development of generic skills and then to supplement these with specific learning for the endorsed routes.

### **Guided Learning Hours**

The recommended guided learning hours for one unit credit is 10. The total recommended guided learning hours for the Award are 120, for the Certificate are 240 and for the Diploma are 360. This is notional learning time based on the credit values assigned to the units, and the number of unit credits required to achieve the qualification/s. Some learners will be able to achieve these units in a shorter time, other learners, particularly those with literacy requirements may take much longer.

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## **Key Skills**

Each unit within the qualifications has been mapped to identify where opportunities exist for learners to achieve key skills. In designing activities for unit assessment you will be able to use the mapping to identify which key skills could be addressed through evidence generated by learners. The degree of opportunity in any one unit will depend on centre-specific factors including learning context, teaching and learning strategies and resources.

## **How the Qualification Relates to Wider Education and Training Issues**

The qualifications help to develop a social, cultural and environmental awareness of the place of art craft and design within a societal setting and therefore contribute to the understanding of these issues. Health and Safety in an arts and crafts setting are integral to the units individually and to the qualifications as a whole.

## **Relationship with national occupational standards**

The NOCN suite of Level 2 Art and Design qualifications are related to the National Occupational Standards (NOS) developed by SFEDI.

Where appropriate, the units with a design element within the qualification/s have been carefully mapped to the Design Occupational Standards Review 2000 (Standards for Juniors Providing Design Support Level 2) against each learning outcome.

They also have the endorsement of the Creative and Cultural Industries Sector Skills Council.

Soft Furnishings units (endorsed route added May 2006) – these have been mapped to Ffinto's National Occupational Standards and have been approved by them.

## **Language Requirements**

If you have a requirement for this qualification in Welsh, please contact NOCN who will review demand and provide as appropriate. At present this qualification is not offered through the medium of Irish. This will be reviewed if there is evidence of demand.

## **2. Who are the qualifications for?**

The qualifications have been designed to be accessible to a wide target group and are particularly suitable for those for whom traditional routes may not have been effective. In particular the qualifications offer opportunities for those who wish to explore and develop their creative potential and technical ability in the area of art and design.

The structure of the qualifications and the inherent assessment strategies are applicable to both young people and adult learners.

### **Restrictions on Learner Entry**

Please note that there are minimum age restrictions notably:

NOCN Level 2 Award in Art and Design	available to pre-16 learners
NOCN Level 2 Certificate and Diploma in Art and Design	available to 16+ learners.

### **Recommended Prior Learning**

In general, NOCN qualifications are designed to be open access. However, it would be expected that learners would have some prior knowledge and experience either in the general Art and Design area or the area in which they wish to specialise.

Learners will need to be able to:

<b>Level</b>	<b>Intellectual Skills and Attributes</b>	<b>Processes</b>	<b>Accountability</b>
<b>2</b>	<ul style="list-style-type: none"> <li>Apply knowledge with underpinning comprehension in a number of areas</li> <li>Make comparisons</li> <li>Interpret available information</li> <li>Demonstrate a range of skills</li> </ul>	<ul style="list-style-type: none"> <li>Chose from a range of procedures performed in a number of contexts, some of which may be non-routine</li> <li>Co-ordinate with others</li> </ul>	<ul style="list-style-type: none"> <li>Undertake directed activity with a degree of autonomy</li> <li>Achieve outcomes within time constraints</li> <li>Accept increased responsibility for quantity and quality of output subject to external quality checking</li> </ul>

### **Progression Opportunities**

The qualifications will enable progression to further learning opportunities and study both within the NOCN Level 2 Art and Design qualifications and for progression to the NOCN Level 3 Art and Design qualifications. In addition each qualification will enable progression to a range of further learning opportunities such as:

- VRQ/NVQ's offered at Level 2 and/or 3 in specific areas of the arts and/or crafts
- GCSE Art/Design/Creative studies
- AS/A Level Study
- Other Learning Programmes.

The qualifications will enable the development of generic transferable skills, which will enable learners to progress into a range of possible employment opportunities within specific areas of the arts and/or crafts.

### **Learners with Particular Requirements**

Assessment within these qualifications is designed to be accessible and inclusive. The criterion referenced approach to unit/qualification assessment allows flexibility through an assessment methodology, which is deemed appropriate and rigorous for individuals or groups of learners.

If you have learners with particular requirements you should use the guidance in the NOCN Handbook in applying for reasonable adjustments.

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### **3. Achieving the qualifications**

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Endorsed Routes are available in the NOCN Level 2 Award, Certificate and Diploma in Art and Design in the following:

- Ceramic Design
- Furniture and Upholstery
- Interior Design
- Jewellery and Metalwork
- Painting
- Photography
- Printmaking
- Sculpture
- Soft Furnishings
- Stained Glass Design
- Textile Design

#### **NOCN Level 2 Award in Art and Design**

In order to achieve this qualification, a learner must complete a total of 12 unit credits which is made up of:

- 6 mandatory unit credits
- 6 optional unit credits

Alternatively, in order to achieve this qualification with an **endorsement**, a learner must complete a total of:

- 6 mandatory unit credits
- 3 generic optional unit credits
- 3 optional unit credits specific to their chosen endorsement.

#### **NOCN Level 2 Certificate in Art and Design**

In order to achieve this qualification, a learner must complete a total of 24 unit credits which is made up of:

- 6 mandatory unit credits
- 18 optional unit credits

Alternatively, in order to achieve this qualification with an **endorsement**, a learner must complete a total of:

- 6 mandatory unit credits
- 12 generic optional unit credits
- 6 optional unit credits specific to their chosen endorsement.

### **NOCN Level 2 Diploma in Art and Design**

In order to achieve this qualification, a learner must complete a total of 36 unit credits which is made up of:

- 6 mandatory unit credits
- 30 optional unit credits

Alternatively, in order to achieve this qualification with an **endorsement**, a learner must complete a total of:

- 6 mandatory unit credits
- 15 generic optional unit credits
- 15 optional unit credits specific to their chosen endorsement.

The qualifications require achievement of the specified units with no further requirement for additional/summative assessment. Achievement is therefore determined by successful completion of unit assessment.

The methodology for assessment is therefore:

- Internally set - against the requirements detailed above for units (Centre)
- Internally assessed (Centre)
- Internally verified (Centre)
- Externally verified (NOCN)

For all endorsed routes, it is essential that the correct combination of generic optional and generic endorsed are achieved. Please refer to the unit list for relevant groupings.

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#### **4. The qualification units**

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Please click on the hyperlinks below to access the units from the NOCN website.

<b>QCA Accredited Number</b>	<b>NOCN Unit Code</b>	<b>Unit Title</b>	<b>Level</b>	<b>10 Hour Credit Value</b>	<b>Mandatory or Optional</b>	<b>Endorsed Route</b>	<b>OPUS ID</b>
T/103/0610	JC1/2/ QQ/003	<a href="#">Design Project</a>	Two	3	Mandatory	All	BSD363
F/103/0609	XJ5/2/ QQ/001	<a href="#">Materials Exploration</a>	Two	3	Mandatory	All	BSD364
A/103/0611	JB5/2/ QQ/002	<a href="#">Applying Colour Theory to Professional Paint Mixing</a>	Two	3	Optional	Generic	BSD365
L/103/0614	JC4/2/ QQ/001	<a href="#">Art and Design Exhibition</a>	Two	3	Optional	Generic	BSD366
F/103/0612	JA2/2/ QQ/004	<a href="#">Colour Theory and Design</a>	Two	3	Optional	Generic	BSD367
J/103/0613	JA7/2/ QQ/001	<a href="#">Contextual Studies - The Early Twentieth Century</a>	Two	3	Optional	Generic	BSD368
F/102/1473	JC1/2/ QQ/004	<a href="#">Design Style</a>	Two	3	Optional	Generic	BSD369
Y/103/0616	KJ1/2/ QQ/009	<a href="#">Introduction to Photography</a>	Two	3	Optional	Generic	BSD370
D/103/0617	JB5/2/ QQ/003	<a href="#">Life Drawing</a>	Two	3	Optional	Generic	BSD371
K/103/0619	JB5/2/ QQ/004	<a href="#">Linear Drawing</a>	Two	3	Optional	Generic	BSD372
H/103/0618	JC1/2/ QQ/005	<a href="#">Professional Practice Studies of the Designer</a>	Two	3	Optional	Generic	BSD373
D/103/0620	JC1/2/ QQ/006	<a href="#">Research and Design Skills</a>	Two	3	Optional	Generic	BSD374
K/103/0622	JA7/2/ QQ/002	<a href="#">The Origins of Modern Art</a>	Two	3	Optional	Generic	BSD375
H/103/0621	JB5/2/ QQ/005	<a href="#">Tonal Drawing</a>	Two	3	Optional	Generic	BSD376
R/103/0615	CQ5/2/ QQ/003	<a href="#">Using Computers in the Arts</a>	Two	3	Optional	Generic	BSD377

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F/103/7656	JL7/2/QQ/032	<a href="#"><u>Soft Furnishings – Blind Construction (Roman and London)</u></a>	Two	6	Optional	Generic	BZH451
J/103/7657	JL7/2/QQ/033	<a href="#"><u>Soft Furnishings – Blind Estimates (Roman and London)</u></a>	Two	3	Optional	Generic	BZI182
Y/103/7663	JL7/2/QQ/037	<a href="#"><u>Soft Furnishings - Practical Curtain Construction</u></a>	Two	3	Optional	Generic	BZI191
H/103/7665	JL7/2/QQ/038	<a href="#"><u>Soft Furnishings – Practical Design</u></a>	Two	3	Optional	Generic	BZI192

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M/103/0623	JR1/2/QQ/034	<a href="#">Approaches to Craft - Function and Object</a>	Two	3	Optional	Ceramic Design	BSD418
T/103/0624	JR1/2/QQ/035	<a href="#">Approaches to Design - Making</a>	Two	3	Optional	Ceramic Design	BSD419
A/103/0625	JR1/2/QQ/036	<a href="#">Approaches to Design - Research</a>	Two	3	Optional	Ceramic Design	BSD420
F/103/0626	JR1/2/QQ/037	<a href="#">Clay as Fine Art Material</a>	Two	3	Optional	Ceramic Design	BSD421
L/103/0628	WF1/2/QQ/001	<a href="#">Constructing and Firing for Raku</a>	Two	3	Optional	Ceramic Design	BSD422
R/103/0629	JR1/2/QQ/038	<a href="#">Exploring and Researching Ceramic Surface</a>	Two	3	Optional	Ceramic Design	BSD423
J/103/0630	JR1/2/QQ/039	<a href="#">Exploring and Working with Ceramic Surface</a>	Two	3	Optional	Ceramic Design	BSD424
J/103/0627	WF1/2/QQ/002	<a href="#">Exploring Fire - History, Development and Principles of Kilns</a>	Two	3	Optional	Ceramic Design	BSD425
R/103/0632	JC4/2/QQ/002	<a href="#">Introduction to 3D Modelling*</a>	Two	3	Optional	Ceramic Design	BSD426
L/103/0631	JR1/2/QQ/040	<a href="#">Introduction to Ceramics – Materials and Processes</a>	Two	3	Optional	Ceramic Design	BSD427
Y/103/0633	JR1/2/QQ/041	<a href="#">Introduction to Ceramics - Techniques</a>	Two	3	Optional	Ceramic Design	BSD428

\*Units available in more than one endorsed route.

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D/103/0634	JP8/2/QQ/002	<a href="#">Cane Seating</a>	Two	3	Optional	Furniture and Upholstery	BSD429
H/103/0635	JP4/2/QQ/002	<a href="#">Furniture Joints</a>	Two	3	Optional	Furniture and Upholstery	BSD430
K/103/0636	JP4/2/QQ/003	<a href="#">Furniture Making</a>	Two	3	Optional	Furniture and Upholstery	BSD431
T/103/0638	JP5/2/QQ/002	<a href="#">Modern Upholstery – Preparation</a>	Two	3	Optional	Furniture and Upholstery	BSD432
M/103/0637	JP5/2/QQ/003	<a href="#">Modern Upholstery – Production</a>	Two	3	Optional	Furniture and Upholstery	BSD433
A/103/0639	JP4/2/QQ/004	<a href="#">Renovation of an Item of Furniture – Preparation</a>	Two	3	Optional	Furniture and Upholstery	BSD434
M/103/0640	JP4/2/QQ/005	<a href="#">Renovation of an Item of Furniture – Production</a>	Two	3	Optional	Furniture and Upholstery	BSD435
T/103/0641	JP5/2/QQ/004	<a href="#">Traditional Upholstery – Preparation</a>	Two	3	Optional	Furniture and Upholstery	BSD436
A/103/0642	JP5/2/QQ/005	<a href="#">Traditional Upholstery – Production</a>	Two	3	Optional	Furniture and Upholstery	BSD437
F/103/0643	JP5/2/QQ/006	<a href="#">Upholstery Techniques</a>	Two	3	Optional	Furniture and Upholstery	BSD438

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J/103/0644	JC8/2/QQ/001	<a href="#">Designer's Survey</a>	Two	3	Optional	Interior Design	BSD439
R/103/0646	JC8/2/QQ/002	<a href="#">Ergonomics for Interior Designers</a>	Two	3	Optional	Interior Design	BSD440
R/103/0632	JC4/2/QQ/002	<a href="#">Introduction to 3D Modelling*</a>	Two	3	Optional	Interior Design	BSD426
L/103/0645	JB5/2/QQ/006	<a href="#">Introduction to Isometric and Axonometric Drawing</a>	Two	3	Optional	Interior Design	BSD441
Y/103/0647	JC8/2/QQ/003	<a href="#">Introduction to Lighting Materials</a>	Two	3	Optional	Interior Design	BSD442
D/103/0648	JB5/2/QQ/007	<a href="#">Introduction to Perspective Drawing</a>	Two	3	Optional	Interior Design	BSD443
H/103/0649	JC8/2/QQ/004	<a href="#">Planning the Design Space</a>	Two	6	Optional	Interior Design	BSD444
Y/103/0650	JC8/2/QQ/005	<a href="#">Visualisation Design Techniques</a>	Two	3	Optional	Interior Design	BSD445

\*Units available in more than one endorsed route.

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D/103/0651	JH2/2/QQ/006	<a href="#">Decorative Metal Surface Treatments</a>	Two	3	Optional	Jewellery and Metalwork	BSD446
H/103/0652	JH6/2/QQ/014	<a href="#">Fine Jewellery - Design</a>	Two	3	Optional	Jewellery and Metalwork	BSD447
K/103/0653	JH6/2/QQ/015	<a href="#">Fine Jewellery - Making</a>	Two	3	Optional	Jewellery and Metalwork	BSD448
M/103/0654	JH6/2/QQ/016	<a href="#">Jewellery/Metalwork – Casting: Design</a>	Two	3	Optional	Jewellery and Metalwork	BSD449
T/103/0655	JH6/2/QQ/017	<a href="#">Jewellery/Metalwork – Casting: Technologies</a>	Two	3	Optional	Jewellery and Metalwork	BSD450
A/103/0656	JH2/2/QQ/007	<a href="#">Metal Forming Techniques</a>	Two	3	Optional	Jewellery and Metalwork	BSD451
F/103/0657	JH1/2/QQ/002	<a href="#">Silversmithing – Deformation Process</a>	Two	3	Optional	Jewellery and Metalwork	BSD452
J/103/0658	JH1/2/QQ/003	<a href="#">Silversmithing – Fabrication Process</a>	Two	3	Optional	Jewellery and Metalwork	BSD453

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L/103/0659	JB2/2/QQ/008	<a href="#">Drawing for Painting</a>	Two	3	Optional	Painting	BSD454
F/103/0660	JB2/2/QQ/009	<a href="#">Painting - Appropriation</a>	Two	3	Optional	Painting	BSD455
J/103/0661	JB2/2/QQ/010	<a href="#">Painting - Mixed Media</a>	Two	3	Optional	Painting	BSD457
L/103/0662	JB2/2/QQ/011	<a href="#">Painting - Organising Images</a>	Two	3	Optional	Painting	BSD458
R/103/0663	JB2/2/QQ/012	<a href="#">Painting - Painting the Human Figure</a>	Two	3	Optional	Painting	BSD459
Y/103/0664	JB2/2/QQ/013	<a href="#">Painting - Pictorial Language</a>	Two	3	Optional	Painting	BSD460
D/103/0665	JB2/2/QQ/014	<a href="#">Painting - Surface and Form</a>	Two	3	Optional	Painting	BSD461
H/103/0666	JB2/2/QQ/015	<a href="#">Painting - Using Pictorial Systems</a>	Two	3	Optional	Painting	BSD462
K/103/0667	JB2/2/QQ/016	<a href="#">Research for Painting</a>	Two	3	Optional	Painting	BSD463

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M/103/0668	KJ1/2/QQ/010	<a href="#"><u>Digital Photography and Printmaking Processes</u></a>	Two	3	Optional	Photography	BSD464
M/103/0671	KJ1/2/QQ/011	<a href="#"><u>Photographic Lighting</u></a>	Two	3	Optional	Photography	BSD465
T/103/0669	KJ1/2/QQ/012	<a href="#"><u>Photography - Landscape – Cityscape</u></a>	Two	3	Optional	Photography	BSD467
K/103/0670	KJ1/2/QQ/013	<a href="#"><u>Photography - Presentation and Finishing</u></a>	Two	3	Optional	Photography	BSD470
L/103/0676	KJ1/2/QQ/014	<a href="#"><u>Photography - Textures, Details and Surfaces</u></a>	Two	3	Optional	Photography	BSD474
T/103/0672	KJ1/2/QQ/015	<a href="#"><u>Photography Printing</u></a>	Two	3	Optional	Photography	BSD478
A/103/0673	KJ1/2/QQ/016	<a href="#"><u>Photography Without Lenses</u></a>	Two	3	Optional	Photography	BSD480
F/103/0674	KJ1/2/QQ/017	<a href="#"><u>Portrait - Human Form</u></a>	Two	3	Optional	Photography	BSD481
J/103/0675	CQ5/2/QQ/004	<a href="#"><u>Using Photoshop Techniques</u></a>	Two	3	Optional	Photography	BSD482

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R/103/0677	JB2/2/qq/017	<a href="#">Drawing Development</a>	Two	3	Optional	Printmaking	BSD483
Y/103/0678	JB8/2/qq/004	<a href="#">Printmaking – Drypoint</a>	Two	3	Optional	Printmaking	BSD484
D/103/0679	JB8/2/qq/005	<a href="#">Printmaking – Etching in Colour</a>	Two	3	Optional	Printmaking	BSD485
R/103/0680	JB8/2/qq/006	<a href="#">Printmaking – Experimental Methods in Relief Printing</a>	Two	3	Optional	Printmaking	BSD486
Y/103/0681	JB8/2/qq/007	<a href="#">Printmaking – Introduction to Etching</a>	Two	3	Optional	Printmaking	BSD487
D/103/0682	JB8/2/qq/008	<a href="#">Printmaking – Relief Printing</a>	Two	3	Optional	Printmaking	BSD488
H/103/0683	JB8/2/qq/009	<a href="#">Printmaking – Research for Printmaking</a>	Two	3	Optional	Printmaking	BSD489
K/103/0684	JB8/2/qq/010	<a href="#">Printmaking - Sugar Aquatint and Open Bite</a>	Two	3	Optional	Printmaking	BSD490

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A/103/0687	JB5/2/QQ/008	<a href="#">Drawing Development – Life Drawing</a>	Two	3	Optional	Sculpture	BSD491
A/103/0690	JB3/2/QQ/004	<a href="#">Research for Sculpture</a>	Two	3	Optional	Sculpture	BSD492
M/103/0685	JB3/2/QQ/005	<a href="#">Sculpture - Abstraction and Construction</a>	Two	3	Optional	Sculpture	BSD493
T/103/0686	JB3/2/QQ/006	<a href="#">Sculpture - Deconstruction and Abstraction</a>	Two	3	Optional	Sculpture	BSD494
F/103/0688	JB3/2/QQ/007	<a href="#">Sculpture - Found Materials, Found Objects and Ready-Mades</a>	Two	3	Optional	Sculpture	BSD495
J/103/0689	JB3/2/QQ/008	<a href="#">Sculpture - Non-traditional Materials</a>	Two	3	Optional	Sculpture	BSD496
J/103/0692	JB3/2/QQ/009	<a href="#">Sculpture - Response to Nature and Landscape</a>	Two	3	Optional	Sculpture	BSD497
F/103/0691	JB3/2/QQ/010	<a href="#">Sculpture - Subtractive Process</a>	Two	3	Optional	Sculpture	BSD498

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**NOCN Level 2 Diploma in Art and Design**



<b>QCA Accredited Number</b>	<b>NOCN Unit Code</b>	<b>Unit Title</b>	<b>Level</b>	<b>10 Hour Credit Value</b>	<b>Mandatory or Optional</b>	<b>Endorsed Route</b>	<b>OPUS ID</b>
R/103/7659	JL7/2/QQ/034	<a href="#"><u>Soft Furnishings - Curtain Pelmet Construction</u></a>	Two	3	Optional	Soft Furnishings	BZI183
L/103/7661	JL7/2/QQ/035	<a href="#"><u>Soft Furnishings - Cut Away Goblet Pleat Valance</u></a>	Two	3	Optional	Soft Furnishings	BZI188
R/103/7662	JL7/2/QQ/036	<a href="#"><u>Soft Furnishings - Pattern Matching/Bias Strips and Piping</u></a>	Two	3	Optional	Soft Furnishings	BZI189
K/103/7666	JL7/2/QQ/039	<a href="#"><u>Soft Furnishings - Practical Interlined Curtain with Pencil Pleat Tape</u></a>	Two	3	Optional	Soft Furnishings	BZI193
M/103/7667	JL7/2/QQ/040	<a href="#"><u>Soft Furnishings - Practical Piped Cushion Construction</u></a>	Two	3	Optional	Soft Furnishings	BZI194
T/103/7668	JL7/2/QQ/041	<a href="#"><u>Soft Furnishings - Swags and Tails Construction</u></a>	Two	3	Optional	Soft Furnishings	BZI195
A/103/7669	JL7/2/QQ/042	<a href="#"><u>Soft Furnishings - Tie Back Construction (Piped Crescent and Plaited)</u></a>	Two	3	Optional	Soft Furnishings	BZI196

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<b>QCA Accredited Number</b>	<b>NOCN Unit Code</b>	<b>Unit Title</b>	<b>Level</b>	<b>10 Hour Credit Value</b>	<b>Mandatory or Optional</b>	<b>Endorsed Route</b>	<b>OPUS ID</b>
L/103/0693	JR1/2/QQ/042	<a href="#">Glass Slumping and Bas Relief</a>	Two	3	Optional	Stained Glass Design	BSD499
R/103/0694	JR1/2/QQ/043	<a href="#">Introduction to Kiln Glass</a>	Two	3	Optional	Stained Glass Design	BSD500
D/103/0696	JR1/2/QQ/044	<a href="#">Introduction to Mosaics</a>	Two	3	Optional	Stained Glass Design	BSD501
Y/103/0695	JR2/2/QQ/015	<a href="#">Stained Glass - Copper Foiled Work</a>	Two	3	Optional	Stained Glass Design	BSD502
H/103/0697	JR2/2/QQ/016	<a href="#">Stained Glass - Leaded Work</a>	Two	3	Optional	Stained Glass Design	BSD503
K/103/0698	JR2/2/QQ/017	<a href="#">Stained Glass - Paté de Verre</a>	Two	3	Optional	Stained Glass Design	BSD504

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M/103/0699	JK1/2/QQ/017	<a href="#">Exploratory Drawing - Using Textile Media and Applications</a>	Two	3	Optional	Textile Design	BSD505
Y/103/0700	JK1/2/QQ/018	<a href="#">Introduction to Constructed Textiles</a>	Two	3	Optional	Textile Design	BSD506
D/103/0701	JK1/2/QQ/019	<a href="#">Introduction to Embroidered Textiles</a>	Two	3	Optional	Textile Design	BSD507
H/103/0702	JK1/2/QQ/020	<a href="#">Introduction to Printed Textiles</a>	Two	3	Optional	Textile Design	BSD508
K/103/0703	JG7/2/QQ/002	<a href="#">Papermaking</a>	Two	3	Optional	Textile Design	BSD509
M/103/0704	JK1/2/QQ/021	<a href="#">Surface Pattern - Pattern Repeat</a>	Two	3	Optional	Textile Design	BSD510
T/103/0705	JK1/2/QQ/022	<a href="#">Surface Pattern - Production</a>	Two	3	Optional	Textile Design	BSD511
A/103/0706	JK1/2/QQ/023	<a href="#">Textile Design Skills Development - Product Realisation</a>	Two	3	Optional	Textile Design	BSD512
F/103/0707	JK1/2/QQ/024	<a href="#">Textile Workshop - Techniques and Processes</a>	Two	3	Optional	Textile Design	BSD513

The Design Style unit is also in the NOCN Intermediate Award in Creative Skills qualification. Accredited prior learning can be claimed if a learner has achieved one of the specific contextual craft units from this qualification as detailed below.

Unit Title	NOCN Unit Code
Design Style (Floral Art)	JG22QQ009
Design Style (Glass)	WF22QQ001
Design Style (Metal Craft)	JH22QQ004
Design Style (Pottery)	JR12QQ008
Design Style (Printmaking)	JB82QQ002
Design Style (Sculpture)	JB32QQ002
Design Style (Soft Furnishings)	JL72QQ015
Design Style (Textiles)	JK12QQ015

The assessment activities for the units are indicated in the assessment grid table on the individual units.

An explanation of the kind of activity, assessment and evidence expected at the appropriate level is given below.

**Case Studies**

Consideration of a particular, relevant situation or example, selected by the tutor or by learners, which enables learners to apply knowledge to specific situations. May be used as a collective / group activity and discussed in a group of learners or by an individual learner. Or may be used with individual learners as a written activity through case study materials and learner responses.

The learning may be assessed by:

- Tutor observation.
- Class discussion.
- One to one.
- Group tutorial discussion.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Summary of class discussion.
- Tutorial notes.
- Audio/video/photographic record.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	Case studies should allow the application of knowledge in a number of areas and contexts. Discussion should be directed but should allow for a degree of autonomy (group). Written work should be directed but allow for a degree of autonomy (GL <sup>1</sup> = 500 words).	Assessment through peer assessment, self-assessment, tutor observation, or assessment of written work.	Evidence could be; tutor record, learner record, peer checklist, summary of discussion or audio / video / photographic record or written work.

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<sup>1</sup> GL = guidance on length of activity.

**Oral Question and Answer**

Specific, open or closed questions for immediate response. Can range from quite formal questions, for example, an oral test, to a quick, fun way of finding out where learners are up to, for example, a quiz. Allows response and questioning from learners and immediate feedback from tutor.

The learning may be assessed through:

- Responses by both tutor and individual learners.

Evidence could include:

- Tutor record/notes.
- Learner notes or log.
- Audio / video record.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	Open and closed questions should be included, covering a number of topics. Learners should be encouraged to expand on their answers.	Assessment by tutor, with a degree of self-assessment.	Evidence could be; tutor records, learner log or audio / video record.

**Essay**

A discursive, written response to a question or statement which involves the learner in finding and presenting information and opinion in a structured way, which normally includes an introduction, the information / opinions / evaluation / analysis and a conclusion.

The learning may be assessed by:

- Tutor against clear criteria.

Evidence could include:

- Essay.
- Detailed tutor feedback.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	The essay subject should be familiar and the response should demonstrate the ability to interpret information, make comparisons and apply knowledge and demonstrate comprehension in a number of different areas. Learners should be given information on the expected structure of the essay and criteria for achievement. GL = 500 words.	Assessment by the tutor.	Evidence could be; the essay and tutor feedback.

**Report**

A record of an activity and / or a summary of research which presents information in a structured way. Does not include opinion, but may include analysis or evaluation. May be presented in written or oral form.

The learning may be assessed by:

- Tutor for written report.
- Tutor and / or peers for oral presentation of report.

Evidence could include:

- Written report with tutor feedback.
- Notes for oral presentation with tutor and / or peer feedback.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	Report could be presented in orally or in written format. Oral presentation should be to a familiar audience. Information should be from a range of sources and activities should be from familiar or unfamiliar but predictable contexts. Learners should be clear on possible structures for the report and the criteria for achievement. GL = 4 minutes for oral / 500 words for written. Learners should be given guidance on planning and presentation.	Assessment by tutor and / or peers for oral presentation.	Evidence could be; written report with tutor feedback or learner plan for oral presentation with peer and / or tutor feedback.

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**Project**

A specific task involving private study and research for individuals or groups. Normally involves selection of a topic, planning, finding information and presenting results orally or in writing.

The learning may be assessed by:

- Tutor, learner or peers, during and at the end of process through discussion and observation.

Evidence could include:

- Notes, plans, record of project process.
- Tutor record.
- Peer records.
- Learner log.
- Audio / video / photographic record.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	Task should be selected with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas and contexts, and the interpretation of information. The project should be completed within an agreed timescale.	Assessment through tutor / learner discussion during and at the end of the process, and through self-assessment.	Evidence could be; tutor record, learner notes, plans, reports, learner log or audio / video / photographic record.

**Production of artefact**

Production of a relevant artefact selected by the tutor or by learners, which enables learners to demonstrate skills and to apply knowledge.

The learning may be assessed by:

- Tutor / peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.
- Completed artefact.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	Artefact should be selected with tutor guidance to allow the demonstration of skills and the application of knowledge in a range of areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration. The artefact should be completed within an agreed timescale.	Assessment through tutor / peer observation, one to one tutorial, discussion, self-assessment and questioning during and at end of process.	Evidence could be; tutor record, learner notes, plans, reports, learner log, audio / video / photographic record and completed artefact.

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**Written Description**

Consideration of a particular subject, situation or example selected by the tutor or by learners, which enables learners to apply knowledge to specific situations and to present them in written format.

The learning may be assessed by:

- Tutor.
- One to one tutorial.
- Discussion.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Tutorial notes.
- Completed report.
- Charts.
- Plans.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	Subjects should allow the application of knowledge in a number of areas and contexts. Written work should be directed but should allow for a degree of autonomy. GL = 500 words.	Assessment through self-assessment and tutor assessment.	Evidence could be; tutor record, learner record, summary of discussion and feedback or completed work.

**Practical Demonstration**

A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge.

The learning may be assessed by:

- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio / video / photographic record.
- Learner log.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	Practical demonstrations should allow the application of skills and knowledge in several areas and contexts. A degree of learner autonomy should be encouraged within the scope of the demonstration.	Assessment through tutor / peer observation, one to one tutorial, discussion and self-assessment.	Evidence could include tutor record of observation, learner notes, tutor lesson plan, tutorial notes, audio / video / photographic record and learner log.

**Group Discussion**

Discussion of a topic or situation selected by the tutor or by learners, to enable learners to share knowledge and thoughts and to assess their learning.

The learning may be assessed by:

- Tutor.
- Peer observation.
- One to one tutorial.
- Discussion.
- Self-assessment.

Evidence could include:

- Tutor record of observation.
- Learner notes.
- Tutor lesson plan.
- Tutorial notes.
- Audio/video/photographic record.
- Learner log.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	Discussions should allow for consideration of several topics covering a number of contexts. The discussion should be directed, but allow for a degree of learner autonomy.	Assessment through tutor, peer observation, one-to one tutorial discussion and self-assessment.	Evidence could include; tutor record observation, learner notes, tutor lesson plan, tutorial notes, audio / video record and learner log.

**Performance / Exhibition**

A performance or exhibition of music or drama with an audience, or a rehearsal or learner demonstration for individuals or groups.

The learning may be assessed by:

- Tutor, learner or peers, at end of performance through discussion and observation.

Evidence could include:

- Notes.
- Plans.
- Audio/video/photographic record of performance/exhibition.
- Tutor records.
- Peer records.
- Learner log.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	The performance / exhibition should be chosen with tutor guidance to allow the demonstration of knowledge and understanding in a range of areas. Provide the opportunity for interpretation of the chosen piece.	Assessment through peer assessment, self-assessment and / or tutor observation.	Evidence could include; tutor record, notes, plans, audio / video / photographic record of performance / exhibition, peer records, learner log and summary of feedback.

**Reflective log or diary**

A description, normally in writing but may be oral, by the learner reflecting on how and what they have learned. Often completed at regular intervals during the learning process thus allowing discussion on individual progress and how further learning could be supported.

The learning may be assessed by:

- Learner, often supported through tutorial discussions with tutor.

Evidence could include:

- Log / diary (however this may be confidential and therefore not available for verification).
- Tutorial notes.
- Tutor record.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	The reflection process should be written in a structured format that allows some autonomy in recording. Learners should be asked to record regularly what they have learned and to make judgements on the learning in terms of, for example, usefulness, interest, how it has extended their knowledge / skills, what else they need to learn.	Assessment by learner supported by tutor through tutorials.	Evidence could include; log / diary, tutorial notes and tutor record.

**Practice File**

A structured collection of documents from real situations such as work or voluntary activity, which evidence the application of knowledge and / or skills. The documents should be mapped to specific learning outcome/s in a unit of assessment. May need a short explanation of how the particular document evidences achievement of a specific learning outcome.

The learning may be assessed through:

- Discussion with the tutor.

Evidence could include:

- Form mapping to learning outcomes, plus explanation if necessary and the documents, for example, minutes, reports, brochures, plans, witness statements, letters or e-mails.

	<b>Activity</b>	<b>Assessment</b>	<b>Evidence</b>
<b>Level Two</b>	Practice evidence should be chosen from a number of possible contexts to demonstrate application of a range of skills and / or knowledge. Learners should receive guidance on the type of document which could be appropriate, for example, a list, and advice on how to ensure the documents evidence specific learning outcomes, for example, highlighting sections, and notes and on how the file should be presented.	Assessment through discussion with the tutor.	Evidence could include; structured file with tutor feedback.

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## **5. How the qualifications will be assessed**

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The qualifications are awarded to learners who successfully achieve the required units as per the qualification specifications, indicated in Section 3, Achieving the qualifications.

### **Unit Assessment**

Achievement of units is through internally set, internally assessed and externally verified assessment activity. Centres devise assessment tasks to meet the specification for assessment detailed for each unit. The activity must meet the standards detailed in the assessment grid provided on each unit. If an assessment method is prescribed, it must be used to assess the unit.

Centre devised assessments will be scrutinised by the quality reviewer against the unit specification and NOCN Assessment Definitions grid to ensure reliability and validity of assessment. Centres will be required to provide samples for local and national standardisation activity.

### **Marking Tasks**

Each task must be assessed against the identified assessment criteria in the unit and judged to be either achieved or not achieved. Where a series of tasks is set, learners must demonstrate the achievement of the required standard identified in the assessment criteria in all tasks in order to achieve the unit credit. Units are either achieved or not achieved.

### **Assessment Summary**

To achieve the qualifications the learner must achieve all the assessment components for the units. No compensation across units is allowed.

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## **6. Offering the qualifications**

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Centres wishing to offer the qualifications or units of the qualifications should in the first instance contact their regional OCN office for information and support. A list of all OCN offices and contacts can be found on the NOCN website [www.nocn.org.uk](http://www.nocn.org.uk).

Your OCN will advise you on the best and most efficient methods for offering these qualifications to learners. All procedures for the use of these qualifications or units of these qualifications, including approval, registration of learners, moderation, externally set assessment and certification will be completed through your regional OCN who will have an identified officer to support your centre. If you have any queries or difficulties at any time you should contact your regional OCN office.

### **Approval to Offer NOCN Qualifications or Units of NOCN Qualifications**

If you are a new Centre and wish to offer these qualifications to learners there are three easy steps to follow:

- |         |   |
|---------|---|
| Step 1. | Contact your regional OCN office for information and support.   |
| Step 2. | Complete the NOCN Centre Approval Process.  |
| Step 3. | Follow the guidance in the NOCN Handbook to notify the OCN when you are ready to deliver the qualification. |

### **Support for Centres**

1. Your regional OCN will provide ongoing support and advice on the use of NOCN credit and qualifications including the requirements for assessment.
2. Approval should always take place through the normal OCN processes and will be explicitly recorded.
3. All Centres approved to offer NOCN credit and qualifications will be allocated a unique NOCN Centre Number.
4. Each Centre should identify a Centre Officer who will be responsible for NOCN credit and qualifications within the Centre.
5. The Centre Officer must ensure all procedures detailed in the NOCN Handbook operate effectively in the Centre.
6. The Centre Officer is the person responsible for confirming and ensuring that the Centre meets all the NOCN requirements for Centre Approval.
7. The Centre Officer is responsible for ensuring all relevant NOCN documentation is distributed as required within the Centre and that the security requirements for External Assessment are adhered to.

Full details of all NOCN requirements are provided in the NOCN Handbook.

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## **7. How are the qualifications quality assured**

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### **General Information**

All providers wishing to deliver the qualifications, or units of the qualifications, will need to demonstrate the ability to manage and deliver the units and/or the qualifications, including adherence to quality assurance and assessment regulations.

Your regional OCN will provide guidance and give support in enabling you to deliver the qualifications.

The NOCN standard quality assurance arrangements and requirements include:

- Internal assessment of all assessment tasks and activities.
- Internal verification.
- External verification.
- Standardisation.

Details and guidance are provided in the NOCN Handbook.

### **Recommendation for the Award of Credit**

See NOCN Handbook.

### **Standardisation**

NOCN will undertake a process of standardisation annually. Units from the qualifications will be selected for standardisation and OCNs will collect assessment materials from Centres each year. OCNs will notify Centres on an annual basis of the required sample and materials for standardisation purposes. **Each Centre offering the specified units is required as part of the Centre Approval Process to contribute assessment materials for standardisation.** Feedback on standardisation will be available to Centres annually through their OCN. National standardisation will establish:

- Statements on the standards for each unit
- Recommendations, advice and guidance for use of the qualifications and assessment of units.

# NOCN Level 2 Art and Design Qualifications



Accreditation start date: 01/05/2005  
Accreditation end date: 31/12/2010  
Certification end date: 31/12/2012

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