

CCEA Entry Level Specification in Art and Design

For first teaching from September 2015
For first award in Summer 2016

Subject Code: E1000

art and design

Foreword

This booklet contains the specification for CCEA's Entry Level in Art and Design for first teaching from September 2015. We have designed this qualification to meet the requirements for Entry Levels 1, 2 and 3.

We will make the first award at unit and at qualification level in Summer 2016.

We will notify centres in writing of any major changes to this specification. We will also publish changes on our website at www.ccea.org.uk

You will find the most up-to-date version of this specification on our website www.ccea.org.uk

QAN 601/5596/6

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1 Introduction

This specification sets out the content and assessment arrangements for our Entry Level Art and Design course. First teaching begins in September 2015. We will make the first award at unit and at qualification level in Summer 2016.

There are 120 guided learning hours (GLH) for this qualification. This indicates the approximate number of hours needed for teacher-directed learning time and assessment.

1.1 Aims

This specification gives learners the opportunity to:

- investigate a range of art, craft and design approaches by different practitioners;
- explore a wide range of media in two and three dimensions;
- explore the use of digital media as a means of recording, developing, experimenting and presenting art, craft and design images;
- apply art, craft and design techniques and processes creatively to produce their own outcomes;
- develop and use visual and verbal vocabulary such as line, tone, shape, pattern, form, texture and colour; and
- develop aesthetic awareness and appreciation of art, craft and design for living.

1.2 Key features

The key features of the specification appear below:

- There are six units available at each level; learners must complete all of these to fulfil the 120 GLH and achieve a full qualification.
- Learners can gain a qualification at Entry 1, Entry 2 or Entry 3, depending on the level of the units they achieve. Refer to Section 4.7 for the combination of units required to achieve each Entry Level qualification.
- The specification provides learners with opportunities to build on knowledge, skills and capabilities developed in Art and Design at Key Stage 3.
- It provides opportunities to develop basic skills in problem solving and creative thinking.
- It provides opportunities to make connections with practitioners.
- It develops skills that prepare learners for working and adult life.
- It provides a progression route to further learning.
- Teachers carry out the assessment, and we carry out external moderation.

1.3 Prior learning and progression

Learners do not need to have prior knowledge of any of the subject areas. Those who successfully complete this qualification can progress to other qualifications at Entry Level, Level 1 or Level 2, GCSE qualifications, or other related training courses.

1.4 Qualification Accreditation Number

Every qualification listed on the Register of Regulated Qualifications is assigned a Qualification Accreditation Number (QAN). Since the QAN identifies the qualification, it is required for registration and entry purposes. The QAN for this qualification is 601/5596/6.

2 Specification at a Glance

The following table summarises the structure of this qualification. Learners have the opportunity to explore a range of two-dimensional and three-dimensional and/or mixed media approaches. Learners must complete all six units. Learners can achieve Entry Level 1, 2 or 3 in each unit.

Entry 1, 2 and 3

Content	GLH	Assessment and Availability
Unit 1: Two-Dimensional Studies – Conception	20	Learners must complete a portfolio of evidence.
Unit 2: Two-Dimensional Studies – Development	20	Teachers assess the work, and we carry out external moderation. Centres can submit unit assessment outcomes in Summer, beginning in Summer 2016.
Unit 3: Two-Dimensional Studies – Outcome	20	
Unit 4: Three-Dimensional and/or Mixed Media Studies – Conception	20	
Unit 5: Three-Dimensional and/or Mixed Media Studies – Development	20	
Unit 6: Three-Dimensional and/or Mixed Media Studies – Outcome	20	

3 Qualification Content

3.1 Unit structure of the qualification

To achieve our Entry Level Qualification in Art and Design at Entry 1, Entry 2 or Entry 3, learners must complete all six units:

- Unit 1: Two-Dimensional Studies – Conception
- Unit 2: Two-Dimensional Studies – Development
- Unit 3: Two-Dimensional Studies – Outcome
- Unit 4: Three-Dimensional and/or Mixed Media Studies – Conception
- Unit 5: Three-Dimensional and/or Mixed Media Studies – Development
- Unit 6: Three-Dimensional and/or Mixed Media Studies – Outcome

The details that follow include:

- unit titles; and
- learning outcomes and assessment criteria for each level.

The learning outcomes for each unit set out what learners are expected to know, understand or be able to do at the end of their learning experience. The assessment criteria specify the standard that learners must meet to demonstrate that they have achieved the learning outcomes at that level within the unit.

3.2 Unit 1: Two-Dimensional Studies – Conception

Unit purpose and aim: This unit gives learners the opportunity to experience a range of approaches by artists, craftspeople or designers using 2D materials, techniques and processes. This enables learners to progress to developing knowledge and skills. Learners will also follow health and safety procedures relevant to the chosen resources and techniques.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Respond to appropriate ideas from a range of information or the theme provided	1.1 use at least one chosen reference or resource to support their 2D response; 1.2 look at the work of an artist, craftspeople or designer and gather information in an appropriate format, for example a mood board, written, visual or oral information;
2. Experience a range of techniques and processes, including digital media and use of suitable materials	2.1 use basic techniques, tools and materials; 2.2 use appropriate visual elements such as line, tone, shape, form, pattern, texture or colour to inform practical work; and 2.3 use an available digital media resource and produce an ideas sheet or sheets, with appropriate images to present ideas for development.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Choose an appropriate idea or ideas from a range of information or a theme provided	1.1 look at the work of at least two artists, craftspeople or designers and gather information in any appropriate format, for example a mood board, written, visual or oral; and 1.2 collate their references and present these appropriately.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Explore how to use a range of materials, techniques and processes, including digital media	2.1 use appropriate techniques, tools and materials safely; 2.2 respond to the work of at least two selected artists, craftspeople or designers, using appropriate visual elements such as line, tone, pattern, texture, shape, form or colour to inform their own practical work; 2.3 develop skills in using digital media and present an information sheet or sheets to support their research; and
3. Experiment with a range of media and processes	3.1 produce an experimental piece or pieces of work informed by their research.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Select an appropriate idea or ideas and references from a range of information or a genre or theme provided	1.1 choose two or more artists, genres, craftspeople or designers and respond to their work in any appropriate format, for example mood board, written, oral or visual; 1.2 collate references and present these appropriately; and 1.3 include appropriate evidence using art vocabulary with reference to the visual elements: line, tone, shape, form, pattern, texture or colour.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Experiment with a broad range of materials, techniques and processes, including digital media	2.1 select appropriate techniques, tools and materials and use them safely; 2.2 respond to the techniques or imagery of their chosen artists, craftspeople or designers, using the visual elements: line, tone, shape, form, pattern, texture or colour to inform their own practical work; 2.3 explore and develop skills in using digital media; 2.4 produce written, visual or other evidence to illustrate their process; and
3. Document and present their experiment	3.1 produce an experimental piece or pieces of work inspired by their research.

3.3 Unit 2: Two-Dimensional Studies – Development

Unit purpose and aim: This unit builds on learners' experiences and develops their ideas for a 2D final outcome. They further explore 2D techniques, materials and processes. Learners must follow health and safety procedures throughout this unit.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Experiment with a range of media	1.1 use at least two types of media, including digital, to develop an idea or ideas for a 2D outcome;
2. Choose appropriate media to develop their chosen idea	2.1 experiment and demonstrate basic practical skills – working towards a basic final outcome;
3. Choose ideas for a 2D outcome from their own research	3.1 choose and present an idea or ideas for development, using at least one type of digital media, producing a piece or pieces of visual evidence; and 3.2 organise and present at least two reference materials and resources connected to their chosen ideas for development.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Experiment with a range of media	1.1 choose suitable ideas to develop; 1.2 use appropriate media, materials and techniques, including digital media, to explore visual elements: line, tone, shape, form, pattern, texture or colour;
2. Select an appropriate idea for a 2D final outcome	2.1 develop a preferred idea for a 2D final outcome; 2.2 experiment and demonstrate their developing skills in selected media;
3. Develop, experiment or adapt ideas using digital media in a creative way	3.1 act on feedback and adapt their work, if necessary; and 3.2 evaluate their own work using an appropriate format, for example written, oral or a tracking document.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Complete research to inform their 2D work and choices	1.1 choose suitable ideas to develop creatively; 1.2 further develop their use of appropriate materials and techniques, including digital media; 1.3 use at least two visual examples to show how their chosen artists, craftspeople or designers have informed their work;
2. Select an appropriate idea for a 2D final outcome	2.1 develop a preferred idea for a 2D final outcome; 2.2 experiment and demonstrate how they have developed skills in their chosen media; 2.3 produce evidence in any appropriate format that shows understanding of the different properties of their chosen media and materials;
3. Develop and adapt ideas using digital media in a creative way	3.1 act on feedback and adapt their work if necessary; and 3.2 review and evaluate their own work and present their findings creatively in any appropriate format, for example written, oral or visual.

3.4 Unit 3: Two-Dimensional Studies – Outcome

Unit purpose and aim: This unit gives learners the opportunity to produce one 2D final outcome. To achieve this they will use appropriate visual language, digital media and critical studies processes to inform their choices and final outcome. Learners must follow appropriate health and safety procedures.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Produce a basic 2D final outcome based on their research and development	1.1 produce a basic 2D outcome, using painting, drawing, digital or other 2D media;
2. Realise their intentions in the final outcome	2.1 present a basic 2D outcome in line with their chosen idea, demonstrating progression; and
3. Review their final outcome	3.1 review their creative process and final outcome, producing a basic piece of written, visual, oral evidence or a tracking document.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Produce a 2D final outcome based on their research and development	1.1 select appropriate methods and materials; 1.2 produce the final outcome demonstrating progression, using painting, drawing, digital media or other 2D processes;
2. Realise their intentions in the final outcome	2.1 present a 2D final outcome in line with their intentions and demonstrating progression; and
3. Review the final outcome	3.1 review their creative process and final outcome, producing written, visual, oral evidence or a tracking document.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Produce a 2D final outcome based on their research and development	1.1 select appropriate methods and materials; 1.2 produce a final outcome demonstrating progression using painting, drawing, digital media or other 2D processes;
2. Realise their intentions in the final outcome	2.1 present the 2D final outcome creatively and in line with their intentions, demonstrating progression; 2.2 present a portfolio of the conception and development of their outcome; and
3. Reflect on and critically review the final outcome	3.1 review their creative process and final outcome, producing written, visual or oral evidence.

3.5 Unit 4: Three Dimensional and/or Mixed Media Studies – Conception

Unit purpose and aim: This unit gives candidates the opportunity to experience a range of approaches by artists, craftspeople or designers using 3D and/or mixed media materials, techniques and processes. This enables learners to progress to developing knowledge and skills. Learners will also cover health and safety procedures relevant to the chosen resources and techniques.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Respond to appropriate ideas from a range of information or the theme provided	1.1 choose at least one reference or resource to support their own 3D and/or mixed media research; 1.2 look at the work of an artist, craftsperson or designer and gather ideas in an appropriate format, for example a mood board or at least one sheet of written, oral or visual information;
2. Experience a range of techniques and processes and the use of suitable materials	2.1 use basic techniques, tools and materials appropriately and safely; and 2.2 use basic 3D and/or mixed media techniques, referring to the visual elements: line, tone, shape, form, colour, pattern or texture to inform their practical work.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Choose an appropriate idea or ideas from a range of information or a theme provided	1.1 choose and use at least two artists, craftspeople or designers to help inform their 3D and/or mixed media research; and 1.2 present their research in an appropriate format (mood board, written, visual or oral information), making reference to the visual elements: line, tone shape, form, pattern, texture or colour.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Explore how to use a range of suitable techniques, materials and processes	<p>2.1 use suitable tools and materials appropriately and safely;</p> <p>2.2 experiment with basic 3D and/or mixed media techniques informed by the visual elements: line, tone, shape, form, pattern, texture or colour; and</p> <p>2.3 present preliminary ideas in both 2D and 3D formats as appropriate to the materials used.</p>

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Select an appropriate idea or ideas and references from a range of information or a genre or theme provided	<p>1.1 use their choices to inform their 3D research;</p> <p>1.2 choose and use at least two artists, craftspeople or designers to inform their own work and produce visual evidence;</p> <p>1.3 record their initial intentions in written, oral or visual form making reference to the visual elements: line, tone, shape, form, pattern, texture or colour;</p>
2. Experiment with a broad range of suitable techniques, materials and processes	<p>2.1 select and use suitable tools and materials appropriately and safely;</p> <p>2.2 experiment with relevant 3D and/or mixed media techniques informed by visual elements: line, tone, shape, form, pattern, texture or colour; and</p> <p>2.3 produce and present two or more ideas in both 2D and 3D formats.</p>

3.6 Unit 5: Three Dimensional and/or Mixed Media Studies – Development

Unit purpose and aim: This unit gives learners opportunities to experience and work to develop ideas for a 3D and/or mixed media final outcome. They further explore 3D techniques, materials and processes. Learners must follow health and safety procedures throughout this unit.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Experiment with a range of 3D and/or mixed media techniques	1.1 produce a sample sheet or sheets or a maquette of at least one basic practical outcome with reference to the visual elements: line, tone, shape, form, pattern, texture or colour; 1.2 choose a suitable idea for a 3D or mixed media outcome and present it in a 2D format;
2. Use appropriate tools and techniques to develop their chosen idea	2.1 use practical skills to further develop their intended outcome; and 2.2 produce a mock-up or trial run of their final outcome in a 3D or mixed media format.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Experiment with and develop a range of 3D and/or mixed media techniques	1.1 produce a sample sheet or sheets or a maquette of their practical experiments and outcomes with reference to the visual elements: line, tone, shape, form, pattern, texture or colour; 1.2 choose a suitable idea for a 3D or mixed media outcome and present it in a 2D format; and 1.3 review and record their creative process using any appropriate format, for example written, oral or a tracking document.

Learning outcomes	Assessment criteria
The learner will:	The learner can:
2. Choose appropriate tools and techniques to develop their chosen idea	<p>2.1 demonstrate appropriate practical skills to further develop their intended outcome;</p> <p>2.2 review their practical and technical skills as their work develops and produce a piece of basic evidence to demonstrate progress, for example photographs, written or oral comments; and</p> <p>2.3 produce a mock-up or trial run of their final outcome in a 3D or mixed media format.</p>

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Experiment with and develop a range of 3D and/or mixed media techniques	<p>1.1 produce a range of samples or maquettes of practical experiments and outcomes with reference to visual elements: line, tone, shape, form, pattern, texture or colour;</p> <p>1.1 produce a selection of at least two preliminary ideas in both 2D and 3D;</p> <p>1.2 review and record their creative process in any appropriate format, for example written, oral, visual or a tracking document;</p>
2. Experiment with a focused range of techniques, materials and processes	<p>2.1 choose tools and materials and use them appropriately and safely to explore and experiment;</p> <p>2.2 review and refine their use of the chosen media as work develops, demonstrate progress, for example photographs, written or oral comments; and</p> <p>2.3 produce a mock-up or trial run of their final outcome in 3D and/or mixed media formats.</p>

3.7 Unit 6: Three Dimensional and/or Mixed Media Studies – Outcome

Unit purpose and aim: This unit gives learners the opportunity to produce one 3D and/or mixed media final outcome. To achieve this, learners will use appropriate visual language, digital media and critical studies processes to inform their choices and final outcome. Learners must follow appropriate health and safety procedures.

Entry 1

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Produce a basic 3D and/or mixed media final outcome	1.1 present a basic outcome in line with their chosen idea, demonstrating progression in 3D and/or mixed media processes; and
2. Review their final outcome	2.1 review their creative process and final outcome, producing a basic piece of written, visual, oral evidence or a tracking document.

Entry 2

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Realise their intentions in a 3D and/or mixed media final outcome	1.1 realise their intentions using appropriate 3D and/or mixed media processes; 1.2 present a final outcome that makes appropriate connections to the work of at least one artist, craftsperson or designer, and to their own ideas; and
2. Review their final outcome	2.1 review their creative process and final outcome, producing a piece of written, visual, oral evidence or a tracking document.

Entry 3

Learning outcomes	Assessment criteria
The learner will:	The learner can:
1. Realise their intentions in a 3D and/or mixed media final outcome	1.1 realise their intentions using 3D and/or mixed media processes to produce a final outcome; 1.2 creatively present a final outcome that makes appropriate connections to the work of one or more artists, craftspeople or designers, and to their own chosen ideas;
2. Review and evaluate their final outcome	2.1 reflect on their creative process and final outcome in any appropriate format; and 2.2 review and evaluate their final outcome, producing a piece of written, oral or visual evidence.

4 Scheme of Assessment

4.1 Availability of assessment

Assessment can take place as and when the learner is ready. Centres may submit assessment outcomes to us for external moderation in Summer each year, beginning in Summer 2016.

We will make the first unit and full qualification awards based on this specification in Summer 2016.

4.2 Methods of assessment

For our Entry Level in Art and Design, learners must complete a portfolio of work to show how they have met the assessment criteria for each unit.

Teachers can choose any assessment method or combination of methods that clearly demonstrates the learner has met the assessment criteria and achieved the learning outcomes. These methods may include:

- sketch books;
- a range of practical outcomes;
- photographs;
- written evidence;
- tracking document;
- screenshots;
- audiovisual recordings;
- samples; or
- maquettes.

There may be pieces of assessment evidence in a learner's portfolio that cover criteria for more than one unit, but teachers must assess each unit independently.

4.3 Assessment guidance

Teachers assessing the outcomes must have the appropriate skills and knowledge to assess learners' work for a unit. They must also:

- be able to authenticate the work as the learners' own;
- ensure that learners have met **all** the assessment criteria in a unit in order to achieve a level; and
- keep accurate records of all assessment decisions.

Learners will require different levels of guidance to complete the tasks and activities for their portfolio. The table below provides a general guide to demonstrate the amount of guidance learners might need:

Level	Guidance
Entry 1	Learners at Entry 1 are beginning to use their skills, knowledge or understanding and may need significant guidance. Significant technical support in the physical handling of materials and tools may be required.
Entry 2	Learners at Entry 2 use their skills, knowledge and understanding to carry out simple, familiar tasks and activities and may need some guidance. Some technical support in the physical handling of materials and tools may be required.
Entry 3	Learners at Entry 3 use their skills, knowledge and understanding to carry out structured tasks and activities and may need little or no guidance.

Although guidance is permitted, it is the teacher's responsibility to ensure that the work that is presented for assessment is the learner's own. It should demonstrate what individual learners know, understand and can do.

The table below provides guidance to you on the different areas of control within internally assessed units.

Areas of Control	Detail of Control
Authenticity	<p>Learners should complete most of the work under the teacher's direct supervision.</p> <p>Teachers must be able to authenticate the work.</p> <p>Authentication can be for an individual piece of work, or for a learner's contribution to a piece of work.</p> <p>For up-to-date advice on plagiarism, or any other incident where malpractice is suspected, please refer to the Joint Council for Qualifications' document <i>Suspected Malpractice in Examinations and Assessments</i>, available at www.jcq.org.uk</p>
Feedback	<p>Unless otherwise specified, teachers can guide and support a learner to achieve the assessment criteria; however, the level of support must be reflected in the overall level achieved.</p> <p>Teachers should annotate the work, indicating the nature of guidance and support they have given.</p> <p>Teacher's advice to the learner on how to achieve the assessment criteria should be general rather specific.</p>
Time/Word limit	<p>There are 20 GLH for each unit.</p>
Collaboration	<p>Learners can work in groups, but it is essential that:</p> <ul style="list-style-type: none"> • a teacher is able to identify individual contributions; and • learners provide an individual response, unless otherwise stipulated.
Resources	<p>Learners' access to resources is determined by those available to the centre.</p>

4.4 Task marking

Teachers must mark the portfolios using the assessment criteria provided in each unit. To achieve a level in each unit, learners must meet all the criteria.

Teachers must annotate all evidence within the portfolio to ensure fairness to learners and to assist with the moderation process. Annotation should take the form of:

- summative comments on the work, usually at the end, and on the learner's record sheet; and
- identification of key pieces of evidence throughout the work.

4.5 Internal Standardisation

Centres must have arrangements in place for quality assurance of their assessment outcomes. Centres with more than one teacher assessing the outcomes for this specification must carry out internal standardisation before external moderation takes place. This is to ensure that, as far as possible, each teacher has applied the assessment criteria accurately.

The internal standardisation process may include meetings to discuss assessment decisions and feedback from previous submissions to us. As a result of internal standardisation, it may be necessary to adjust an individual teacher's marking. Where this happens, centres should make sure that they update their assessment documentation.

It is essential that all centres complete a Declaration of Internal Standardisation form and submit it to us with their samples of learners' work.

4.6 External moderation

Centres must submit assessment outcomes and samples to us according to the calendar of events set out in our Qualifications Administration Handbook, which you can access at www.ccea.org.uk. Moderators may adjust a centre's assessments in order to bring outcomes into line with their agreed standards.

We issue full instructions at the appropriate time on:

- the details of moderation procedures;
- the nature of sampling; and
- the dates by which centres must submit assessments and samples.

Centre staff may contact our officers (see Section 5) at any stage if they require advice, assistance or support regarding any aspect of assessment. We provide support to groups of centres, and also to individual centres, to discuss issues arising from the assessment and moderation processes.

4.7 Reporting outcomes

The learner must meet all the assessment criteria within a unit at a specified level for us to award a unit outcome at that level. We award each unit separately and report attainment in each unit on the learner's certificate. Where a learner achieves a pass in all six units, we also report an overall level of achievement on the certificate based on the criteria explained in the table below.

Overall Level	Criteria
Entry 3	A learner must achieve a minimum of four units (80 GLHs) awarded at Entry Level 3, with the other units awarded at Entry 1 or Entry 2. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 2	Where a learner has not met the requirements for the award of an overall Entry Level 3, then they must have achieved a minimum of four units (80 GLHs) at Entry 2 (or above) with the other two units awarded at Entry 1. If there is a unit where the learner does not achieve a level, then we cannot award an overall level.
Entry 1	Where a learner has not met the requirements for the award of an overall Entry Level 2, but has achieved a level in all six units (120 GLHs), we will award an overall Entry Level 1.

5 Links, Resources and Support

5.1 Support

We provide the following resources to support this specification:

- our website at www.ccea.org.uk;
- a subject microsite within our website.

For support for this specification, go to our website at www.ccea.org.uk

We intend to expand our range of support to include the following:

- days for teachers;
- agreement trials;
- a resource list;
- links to relevant art, craft and design for living resources; and
- access to exemplar units of work through support events and our website.

5.2 Curriculum objectives

This specification builds upon the broad objectives of the Northern Ireland Curriculum. In particular, it enables learners to:

- develop as individuals and contributors to the economy, society and environment by providing opportunities to explore topics such as design for living;
- develop personal skills in areas such as:
 - self-awareness, personal health and relationships (Personal Development);
 - diversity and inclusion, human rights and social responsibility, and equality and social justice (Citizenship); and
 - work in the local and global economy, and career management (Employability);
- develop an understanding of spiritual, moral, ethical, social, legislative (including equality and disability discrimination), economic and cultural issues by providing opportunities to explore topics such as protest posters and identity;
- investigate sustainable development, health and safety considerations, and European developments, by providing opportunities to explore topics such as recycling;
- develop skills that will enhance employability by providing opportunities to use creative and divergent thinking, and problem-solving skills; and
- make effective use of technology by providing opportunities to explore digital media or CAD/CAM (computer-aided design or computer-aided manufacture).

5.3 Skills development

This specification provides opportunities for learners to develop the following skills:

- application of number;
- communication;
- improving own learning and performance;
- information and communication technology;
- problem-solving; and
- working with others.

You can find details of the current standards and guidance for each of these skills on our website at www.ccea.org.uk

5.4 Entries and registration

Entry codes for this subject and details on how to register are available in our *Qualifications Administration Handbook*, which you can access at www.ccea.org.uk

Alternatively, you can telephone our Entries, Results and Certification team using the contact details provided in this section.

5.5 Equality and inclusion

We have considered the requirements of equality legislation in developing this specification and have designed it to be as free as possible from ethnic, gender, religious, political or other forms of bias.

Reasonable adjustments are made for learners with disabilities in order to reduce barriers to accessing assessments. For this reason, very few learners will have a complete barrier to any part of the assessment.

It is important to note that where access arrangements are permitted, they must not be used in any way that undermines the integrity of the assessment. You can find information on reasonable adjustments in the Joint Council for Qualifications' document *Access Arrangements and Reasonable Adjustments. General and Vocational Qualifications*, available at www.jcq.org.uk

5.6 Health and safety

As with all work-related programmes, centres must ensure compliance with all relevant health and safety legislation with regard to facilities, equipment and staff training. Centres offering our Entry Level Qualification in Art and Design may be restricted in the choice of units they offer due to insurance and resources. Learners' use of electrical/power equipment or machinery must be supervised at all times.

5.7 Contact details

The following list provides contact details for relevant staff members and departments:

- Specification Support Officer: Nola Fitzsimons
(telephone: (028) 9026 1200, extension 2235, email: nfitzsimons@ccea.org.uk)
- Education Manager for the Qualification: Anne McGinn
(telephone: (028) 9026 1200, email: amcginn@ccea.org.uk)
- Entries, Results and Certification
(telephone: (028) 9026 1262, email: entriesandresults@ccea.org.uk)
- Distribution
(telephone: (028) 9026 1242, email: cceadistribution@ccea.org.uk)
- Support Events Administration
(telephone: (028) 9026 1401, email: events@ccea.org.uk)
- Information Section (including Freedom of Information requests)
(telephone: (028) 9026 1200, email: info@ccea.org.uk)
- Business Assurance (appeals)
(telephone: (028) 9026 1244, email: appealsmanager@ccea.org.uk)
- Assessment Administration Team
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6 Summary of Changes since First Issue

(Most recent changes are indicated in red on the latest version)

Revision History Number	Date of Change	Page Number	Change Made
Version 1	N/A	N/A	N/A
Version 2	17 May 2016	21	Amendments to text
		25	Amendments and deletions of text
		26	Amendments to text