TLM Entry Level 3 Award in Fine Art

The qualifications for Skills for Fine Art are designed to offer students a comprehensive initiation into the realm of fine art techniques. They aim to furnish students with fundamental knowledge and skills tailored to this sector. The Skills for Finer Art qualifications are part of a series of qualifications encompassing diverse skill sets and accessible at different levels: Entry 3, Level 1, Level 2 and Level 3.

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The Regulated Qualifications Framework (RQF) was designed by the UK government's Qualifications and Curriculum Development Agency now replaced by Ofqual. The RQF is referenced to the European Qualifications Framework devised by the European Union

The assessment model for the qualifications presented in this publication was designed by TLM in consultation with International Arts Examination Board

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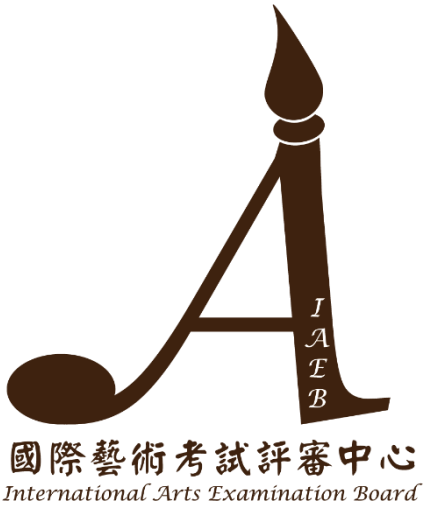

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1. For those in a hurry!

Please read the rest of the book later as the details are important!

1.1	TLM's assessment model is common to most of its qualifications. It is based on competence-based assessment of coursework using a portfolio of evidence and supported by a free optional cloud-based evidence management system.
1.2	Learners must demonstrate competence against the assessment criteria from their day-to-day work and the tutor assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.
Procedures	
1.3	The first thing to do is to arrange assessor training with TLM. TLM trains at least one assessor as Principal Assessor who must accept responsibility for standards within the Centre. The Principal Assessor can train and appoint assessors within the Centre as long as they are competent to take on the work and are willing to sign an agreement on the web site to uphold standards.
1.4	TLM will provide initial training in the pedagogical model, and using the supporting technologies to provide the evidence needed. The purpose is to get you started and then we provide on-going support to ensure you are confident and we can work as a professional partnership. We advise new Centres to do some coursework assessment early so that they can receive feedback and quickly become confident in doing routine coursework assessment. Our aim is to make this no more onerous than normal routine assessment that anyone would do as a normal part of the teaching job. This gives more time to focus on teaching and therefore to support raising attainment.

2. Introduction

The Entry Level 3 Award in Fine Art is designed to offer students a comprehensive initiation into the realm of fine art techniques. They aim to furnish students with fundamental knowledge and skills tailored to this sector. The Skills for Finer Art qualifications are part of a series of qualifications encompassing diverse skill sets and accessible at different levels: Entry 3, Level 1, Level 2 and Level 3.

They give learners the opportunity to:

- engage in learning that is relevant to them and that will provide opportunities to develop a range of skills and techniques, personal skills and attributes essential for safe working practises
- achieve a nationally-recognised Entry Level 3 qualification
- develop their own personal growth and engagement in learning.

2.1 **Entry Level 3 Award in Fine Arts**

The objective of the qualification is to prepare learners with the knowledge and confidence to develop their own skills.

Mandatory - None
Optional Unit Bank
Unit ID – Integrated Drawing (3 credits).

3. Summary of Qualification Specification

3.1 Entry Level 3 Award (Annexe A)

The Entry Level 3 Award is a qualification designed to enhance and develop learners' life skills and build their confidence with an engaging learning journey.

Qualification Title: TLM Entry Level 3 Award in Fine Art
Qualification Number: 610/3230/X
Qualification Level: Entry Level 3
Total Credits: 3
Guided Learning Hours: 30
Total Qualification Time:40
Assessment Methods: Coursework, E-assessment, Portfolio of Evidence

Assessment
Learners must demonstrate competence against the assessment criteria from their communication and involvement with the training materials and the trainer assessor must verify that they are competent in relation to the general level descriptor using indicative assessment criteria. TLM's external moderator will check the judgements and the quality of the evidence and provide feedback. This process is not graded, the intention is that it is a flexible way of checking basic practical competence in the subject at the qualification's framework level.
Mandatory - None
Optional Unit Bank
Unit ID – Integrated Drawing (3 credits).

3.5 Assessment

The internally assessed, externally moderated coursework for all qualifications is pass/fail but by submitting the evidence for external moderation, feedback can be given to the tutor on areas to improve for resubmission.

Evidence must be provided against the unit assessment criteria from practical tasks related to the learners' everyday work supported by tutor observations, portfolio completed, and or activities in line with the learning materials

The way evidence is gathered is up to the assessor, the only requirement is that it clearly supports the judgements against the assessment criteria and the relevant learning outcomes.

If on formative assessment the account manager finds gaps in evidence relating to a particular candidate, they will request more evidence before approving the award or the unit certificate. Assessors must then adjust their work to ensure all their learners are providing the appropriate level and breadth of evidence.

We encourage early submission of at least some evidence so that assessors are confident from the feedback that what they are providing is sufficient. In this way we can maintain standards while supporting improved efficiency.

Centres will be subject to the TLM Centre Assessment Standards Scrutiny (CASS) and further details of this, including our centre guidance, is freely available on the TLM website in our Policy Download Centre. https://tlm.org.uk/policy-download-centre/

4. Qualification Content

Mandatory	Optional Unit Bank
0 CREDITS	**3 credits per unit**
NONE	Unit ID – Integrated Drawing (3 credits).

5. Support

	Guidance and Assistance
5.1	There is further guidance for coursework assessment on the TLM web site. All centres have an assigned Account Manager who will be pleased to help at any time. Our aim is to give professional assessors, most of whom are qualified tutors, the confidence to make judgements with a minimum of bureaucracy so that they can focus their time on maintaining their professional knowledge, skills and supporting learning through effective teaching rather than "chasing paper". There is often a confusion between bureaucracy and rigour, since unnecessarily complex bureaucracy can actually detract from rigour by obscuring the importance of the outcomes.
5.2	**Web sites** - TLM provides support through cloud-based systems. Providing assessment grades and the management of certification through the Markbook Site is mandatory and all assessors are provided with training in its use. It is simply a matter of recording learner competence against the unit criteria as the evidence is collected and claiming a certificate on behalf of the learner when a unit has been fully assessed.
5.3	The **community learning site** provides free optional facilities for learners to submit their evidence online, linking it to the assessment criteria across single or multiple units. The assessor can accept or reject this evidence and comment on it providing a full audit trail for evidence. Moderator/verifiers can get immediate access to this evidence and so it is potentially a lot more efficient than alternative methods. No paper, no e-mails with file attachments necessary. There are facilities for progress tracking that can be based on criteria and/or units. The system can be linked as an extension to any standards compliant VLE/e-portfolio system for centres that are already committed to a specific VLE product. Training can be provided, and free support is available from your Account Manager. The aim is to eliminate all paper-based bureaucracy, all screen-shots and referencing that draws time away from teaching.
5.4	**Telephone** and e-mail support are available to all Centres. There is a general convention of first-name.secondname@tlm.org.uk for e-mail addresses. It is usually best to e-mail your account manager in the first instance. Google hangouts can be arranged for video conferencing support.

6. Registration & Procedures

	Registration
6.1	TLM's registration model allows centres to enter learners at times convenient to them. There are no late entry fees and no additional fees should a learner fail to produce evidence at a level but can meet the criteria at a lower level. This can reduce costs to the centres when compared to other qualifications There are no fees for replacement certificates or verification of certificates because all certificates can be directly authenticated against TLM's secure database. For details of current subscription costs please contact us or refer to the web site.
	Internal standardisation
6.2	The Principal Assessor has the ultimate responsibility for consistency in assessment standards within a centre. All assessors have signed a contract agreeing to uphold standards and should therefore co-operate with the Principal Assessor and Account Manager at TLM to ensure that standards across the centre are consistent. It is advisable to send work samples to TLM early to check that evidence is at the right standard so that there is time to make any adjustments necessary to the course and learner expectations. TLM will generally check a higher quantity of work from new assessors and feedback to ensure that they are confident to make appropriate judgements over time. This reduces risk and improves efficiency in the longer term.
	Authentication
6.3	All assessors must take reasonable steps to ensure that any coursework evidence submitted by candidates is a true reflection of the candidates' competence. This is in keeping with the assessor undertaking to uphold and maintain standards in the contract with TLM.
6.4	Certificates can be authenticated directly on-line using the certificate number or by scanning the QR code on the certificate. There is no charge and it makes it more likely that certificates will be checked and that in turn improves security. Certificate forgeries are a significant problem when authentication is not simple and straightforward because convincing forgeries are easy to achieve with recent technologies and will get easier as time goes on.

7. Other Considerations

	Access arrangements and special requirements
7.1	All TLM's qualifications are intended to be accessible, as widely as possible. Please refer to the Annex for further information. Centres should contact TLM if they have any questions related to accessibility issues
	Language
7.2	The language for provision of this qualification is English only. This will only change if we have a significant demand in another language that is sufficient to cover the additional costs involved.
	Malpractice
7.3	TLM has comprehensive policies and procedures for dealing with malpractice. These are documented with links on the web site at https://tlm.org.uk/policy-download-centre/ Assessors should be familiar with these policies and make them clear to candidates. Assessors should inform their account manager if they suspect any instance of malpractice that could have a material effect on the outcome of any assessments, either for themselves or colleagues. This is part of the upholding of standards that is part of the contract with TLM.
	Equality of opportunity
7.4	TLM promotes equality of opportunity through policies and procedures. These are again documented in detail on the web site at https://tlm.org.uk/policy-download-centre/
	Resources, Support and Training
7.5	A clear goal is to enable learners to support all their IT user needs using resources freely and legally available from the internet. This is related directly to national policies for inclusion and equality of opportunity. The reality is that there is so much user dependence on proprietary applications that we can only support the transition to free and open resources through education and common sense.
7.6	TLM does not require centres to use Free and Open Source applications but it certainly encourages them to do so. Most of the key software applications needed to support any of the assessed units are available freely from the web including office suites, graphics and sound editing. As a nation we could save hundreds of millions if not billions of pounds in software licensing fees by providing users with the skills, knowledge and confidence to migrate to free and open source applications. You Tube, OpenClipart.org, Wikipedia and many other sites provide free content that supports learning and the number and range of such sites is increasing.

Annexe A

Entry Level 3 Award in Fine Arts - Unit assessment - coursework guidance

The Entry Level 3 **learner** has the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance. AND/OR Holder can select and use relevant cognitive and practical skills to complete well-defined, generally routine tasks and address straightforward problems. Holder can identify how effective actions have been. Holder can identify, gather and use relevant information to inform actions.	**Moderation/verification:** The assessor should keep a record of assessment judgements made for each candidate and make notes of any significant issues for any candidate. They must be prepared to enter into dialogue with their Account Manager and provide their assessment records to the Account Manager through the on-line mark book. They should be prepared to provide evidence as a basis for their judgements should it be required by the Principal Assessor or their Account Manager/external moderator. Before authorising certification, the Account Manager must be satisfied that the assessor's judgements are sound.

General Information

The Entry Level 3 qualification has the following characteristics for learners:

- Achievement at RQF Entry Level 3 reflects the ability to make use of skills, knowledge and understanding to carry out simple, familiar tasks and activities with guidance.
- Use knowledge or understanding to carry out simple, familiar activities.
- Know the steps needed to complete simple activities
- Complete well-defined routine tasks. Use relevant skills and procedures.
- Carry out simple, familiar tasks and activities.
- Follow instructions or use rehearsed steps to complete tasks and activities
- With appropriate guidance begin to take some responsibility for the outcomes of simple activities. Actively participate in simple and familiar activities

- The specification for the Entry Level 3 award provides an outcome framework for assessment and is not intended to dictate any particular context for learning and so can be used with any age range of adults.

Requirements

- Standards must be confirmed by a trained Level 3 Assessor
- Assessors must as a minimum record assessment judgement as entries in the on-line mark book on the TLM certification site.
- It is expected that there will be routine evidence of work used for judging assessment outcomes in the candidates' records of their day-to-day work. Samples, including related plans and schemes of work should be available at the annual visit and/or by video conference.
- Different approaches to learning will be required in order to match differing needs, for example, the needs of learners will be different from the needs of those with learning disabilities.
- When the candidate demonstrates secure capability against each of the criteria in the unit, they are entitled to a certificate for passing the unit and the overall award.
- We expect at least 7 hours of guided study to be under-taken for the certificate for complete beginners generally new to formal education, but discretion can be used to take account of prior learning where this is sensible in individual cases. In terms of making the certificate, what matters is outcomes. Can the candidate securely meet the criteria?

Entry Level 3 - Unit ID - Integrated Drawing

1. Understand how visual language, techniques, procedures, and materials are employed specifically in the realm of integrated drawing within the fine arts	**2. Choose, employ, and put into practice an array of techniques, procedures, and approaches, as well as various media and materials specifically within the context of integrated drawing.**	**3. Understand the risks to health associated with working with materials**
1.1 I can demonstrate the properties of a range of art & design materials related to integrated drawing	2.1 I can select appropriate materials for a particular purpose.	3.1 I can identify Health and Safety procedures when handling materials and using different techniques and processes.
1.2 I can choose appropriate materials for a specific Integrated drawing project	2.2 I can choose appropriate techniques, processes and methods for a particular purpose	
1.3 I can apply a range of techniques.	2.3 I can apply a range of techniques processes and methods using selected media for integrated drawing	
1.4 I can choose the relevant processes and approaches to cultivate concepts and designs	2.4 I can demonstrate selected techniques processes and methods for integrated drawing	

Teacher Guidance Notes

Entry Level 3, Unit ID – Integrated Drawing

1 Understand how visual language, techniques, procedures, and materials are employed specifically in the realm of watercolour painting within the fine arts

1.1: Demonstrating Properties of Art & Design Materials

Teacher Guidance: Begin by introducing various art and design materials used in Integrated Drawing. Show students examples of different types of acrylic paints, brushes, canvases, and other tools. Explain the unique properties of each material, such as the viscosity of different acrylic paints, the texture of various brushes, and the effects of using different canvases.

Activities:

Conduct a hands-on demonstration where students can explore the consistency and colour blending capabilities of different acrylic paints.

Provide a variety of brushes for students to experiment with, highlighting the impact of brush size and texture on the final artwork.

Show students how to test different surfaces and canvases to observe how they affect paint application and drying times.

1.2: Choosing Appropriate Materials for a Project

Teacher Guidance: Teach students how to match materials to the requirements of a specific Integrated Drawing project. Discuss factors like subject matter, style, and intended outcome. Emphasize the importance of considering the properties of the materials they learned about in Criteria 1.1.

Activities:

Assign projects with varying themes, such as landscapes, portraits, and abstract art, and encourage students to choose materials that best suit each theme.

Provide guidance on selecting the right brushes, paints, and surfaces based on the desired visual effects.

Encourage students to justify their material choices in a short written or verbal explanation.

1.3: Applying a Range of Techniques

Teacher Guidance: Introduce students to a variety of Integrated Drawing techniques, including layering, glazing, dry brushing, impasto, and more. Provide step-by-step demonstrations and practice sessions to help them master these techniques.

Activities:

Demonstrate basic techniques through live or recorded video demonstrations, encouraging students to follow along.

Assign technique-focused mini-projects where students practice a specific technique and integrate it into their work.

Provide constructive feedback as students practice techniques, helping them refine their skills.

1.4: Choosing Relevant Processes and Approaches for Concepts and Designs

Teacher Guidance: Guide students in developing their conceptual and design skills. Encourage them to explore various sources of inspiration, brainstorming methods, and approaches to creating meaningful artworks.

Activities:

Introduce the concept of brainstorming and mind mapping as tools to generate creative ideas.

Present case studies of renowned acrylic artists and discuss how they approached conceptualizing and designing their pieces.

Assign projects that challenge students to translate a concept or theme into an Integrated Drawing, guiding them through the process of research, planning, and execution.

Remember to adapt these guidance suggestions based on your students' skill levels and interests. Encouraging creativity, exploration, and a supportive learning environment will foster growth in their Integrated Drawing abilities.

2. Choose, employ, and put into practice an array of techniques, procedures, and approaches, as well as various media and materials specifically within the context of watercolour painting.

2.1: Selecting Appropriate Materials for a Purpose

Teacher Guidance: Start by introducing the variety of materials used in watercolour painting, such as different types of paper, brushes, paints, and masking tools. Discuss how the choice of materials can affect the outcome of a watercolour artwork. Encourage students to consider the purpose and desired effects when selecting materials.

Activities:

Present a range of watercolour materials and explain their unique properties and uses.

Assign projects with different themes, like landscapes, still life, or portraits, and guide students in choosing materials that align with the project's goals.

Encourage students to explain their material choices in relation to the visual effects they want to achieve.

2.2: Choosing Appropriate Techniques, Processes, and Methods

Teacher Guidance: Teach students how to match techniques, processes, and methods to the specific goals of their watercolour projects. Emphasize the importance of planning and considering the steps required to achieve the desired outcome.

Activities:

Introduce various watercolour techniques, such as wet-on-wet, wet-on-dry, glazing, and lifting, through demonstrations and examples.

Assign projects that require students to choose techniques that best suit the mood and atmosphere they wish to convey.

Encourage students to outline their process in a brief plan before starting each project, including the techniques they intend to use.

2.3: Applying a Range of Techniques, Processes, and Methods

Teacher Guidance: Provide students with opportunities to practice and master a variety of watercolour techniques, processes, and methods. Guide them through step-by-step instructions and exercises to build their skills.

Activities:

Conduct demonstrations of specific watercolour techniques, allowing students to follow along and practice.

Assign exercises that focus on individual techniques, gradually building up to more complex compositions.

Provide constructive feedback on students' technique application, suggesting areas for improvement.

2.4: Demonstrating Techniques, Processes, and Methods

Teacher Guidance: Help students showcase their mastery of selected watercolour techniques, processes, and methods by guiding them in creating finished artworks that reflect their skills and creativity.

Activities:

Assign projects that allow students to integrate multiple techniques into a single artwork, demonstrating their proficiency in execution.

Encourage students to document their artistic process through photographs or short videos, highlighting key stages of technique application.

Arrange a class showcase or gallery where students can display their finished watercolour paintings and discuss the techniques they used.

Remember, nurturing creativity and a supportive learning environment will empower students to explore and excel in watercolour painting. Adapt these guidance suggestions to suit your students' abilities and interests.

3 Understand the risks to health associated with working with materials

3.1: Identifying Health and Safety Procedures

Teacher Guidance: Safety is paramount when working with art materials and techniques. Ensure that students understand the importance of following proper health and safety procedures to prevent accidents and protect themselves and others. Cover the potential hazards associated with different art materials, tools, and techniques.

Activities:

Begin by discussing the general principles of art safety, such as proper ventilation, keeping work areas clean, and wearing appropriate clothing.

Create a comprehensive list of potential hazards related to specific materials and techniques, such as handling toxic pigments or using sharp tools.

Provide guidelines for safe storage of materials and disposal of waste.

Activities to Reinforce Safety Awareness:

Conduct safety demonstrations for handling art supplies, emphasizing techniques for safely using brushes, knives, solvents, and other tools.

Assign students to research and present on specific health and safety considerations related to particular materials or techniques.

Integrate safety checks into project planning, where students identify potential hazards in their chosen materials and methods.

Promote Safe Practices:

Encourage students to ask questions and seek clarification if they are uncertain about the safety aspects of a material or technique.

Establish a culture of responsibility by holding regular discussions about safety and sharing stories of art-related accidents and prevention measures.

Provide access to safety resources, such as Material Safety Data Sheets (MSDS) for art supplies, and educate students on how to read and interpret them.

Display Safety Information:

Create visual reminders of safety procedures in the art studio, such as posters that highlight key safety points.

Include safety guidelines in project handouts or resource materials, ensuring that students are always aware of safe practices.

By incorporating safety awareness into the learning process, you'll help your students develop lifelong habits of responsible and cautious art practice. Always prioritize safety and encourage an open dialogue about health and safety concerns.

Accessibility Policies

TLM firmly believes that every learner should have an equal chance to excel in their studies and assessments, regardless of any disabilities they may have. To achieve this goal, TLM has developed a comprehensive and well-structured reasonable adjustment policy that is specifically tailored to cater to the needs of learners with disabilities. This policy is not only an essential aspect of TLM's commitment to inclusivity but also an integral part of creating a diverse and accessible learning environment.

The reasonable adjustment policy is designed to support learners with disabilities in various ways. It encompasses a range of accommodations, such as providing additional time for examinations, offering alternative formats for study materials, permitting the use of assistive technology, arranging for sign language interpreters, and ensuring accessible physical facilities. The implementation of these reasonable adjustments is meticulously carried out to ensure that they meet the individual needs of each learner, acknowledging the unique challenges they may face.

TLM is dedicated to making the reasonable adjustment process transparent and easily accessible for all stakeholders. Thus, the details of the policy are made readily available to all, including learners, educators, and TLM Centres. These details can be found on TLM's official website, ensuring that everyone is well-informed about the support and accommodations available to learners with disabilities.

Additionally, TLM Centres play a crucial role in facilitating this process. They are empowered to submit requests for other reasonable adjustments on behalf of learners, based on their specific requirements and circumstances.

TLM firmly believes that promoting a culture of inclusivity and understanding is fundamental to fostering an environment where learners can thrive, irrespective of their abilities or disabilities. By continuously evaluating and refining its reasonable adjustment policy, TLM ensures that it remains up-to-date with the best practices in the field of inclusive education.

TLM Qualifications is deeply committed to its duty as an awarding organisation to provide reasonable adjustments for learners with disabilities in accordance with the Equality Act 2010. By adhering to its comprehensive reasonable adjustment policy and collaborating closely with TLM Centres, TLM strives to create a learning landscape that supports and empowers all learners, ensuring they can reach their full potential and achieve academic success

TLM Accessibility Policy: https://tlm.org.uk/policies/general-requirements-for-regulated-qualifications/#3

TLM reasonable adjustment policy: https://tlm.org.uk/reasonable-adjustments-and-special-considerations-policy-2/

TLM reasonable adjustments request form: https://tlm.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx

TLM reasonable adjustments request form: https://tlm.org.uk/wp-content/uploads/2022/03/TLM-RASC-form-1.docx