Pearson
BTEC Level 1
Introductory in
Art and Design

Pearson
BTEC

Specification

First teaching from September 2019

Pearson BTEC Level 1 Introductory Award in Art and Design
Pearson BTEC Level 1 Introductory Certificate in Art and Design
Pearson BTEC Level 1 Introductory Diploma in Art and Design

Issue 4

Pearson
BTEC Level 1
Introductory Award
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Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

This specification is Issue 4. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

Welcome

With a track record built over 30 years of learner success, BTEC qualifications are widely recognised and respected. They provide progression to the workplace either directly or via study at higher levels. Proof comes from YouGov research, which shows that 62% of large companies have recruited employees with BTEC qualifications.

Why are BTECs so successful?

BTECs embody a fundamentally learner-centred approach to the curriculum, with a flexible, unit-based structure. In this new BTEC Introductory Suite, the focus is on the development of both transferable and sector skills. The development of these skills is key in helping progression to further study – whether that be to other BTECs, to apprenticeships or to training. As we expect many learners to be studying functional skills or GCSEs alongside their BTEC we also offer support skills in English and maths.

When creating the BTEC Introductory Suite, we worked with colleges to ensure that learners' needs were met. The colleges told us that it is essential that Level 1 learners develop key progression skills in areas such as problem solving, communication and research.

We have addressed this through:

- offering a BTEC Introductory Award, a BTEC Introductory Certificate and a BTEC Introductory Diploma, each has a clear and distinct purpose, so there is something to suit every learner's choice of study programme and progression plan
- new skills-focused content closely aligned with what centres need in supporting their learners to become part of a skilled workforce
- graded assessments in every unit to help learners progress to the next stage of their personal journey, whether to further education or to the world of work.

A word to learners

Today's BTEC Introductory qualifications will demand a lot of practical work from you. You will complete a range of units, be organised, take assessments that will demonstrate your skills and keep a portfolio of your assignments. You can feel proud in achieving a BTEC because, whatever your plans, success in your BTEC Introductory Award, Certificate or Diploma will help you progress to the next stage of your learning.

Good luck, and we hope you enjoy your course.

Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Art and Design Issue 4 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under *Section 8 Final grading and awarding* subsection *Calculation of the qualification grade* has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 123
The wording in *Section 9 Administrative arrangements* subsections *Learner malpractice* and *Teacher/centre malpractice* have been updated to clarify suspension of certification in certain circumstances.	Page 128

Summary of BTEC Level 1 Introductory Award, Certificate and Diploma in Art and Design Issue 3 changes

Summary of changes made between Issue 2 and Issue 3	Page number
The BTEC Level 1 Introductory Award in Art and Design has been added to the Welcome message	Welcome page
The BTEC Level 1 Introductory Award in Art and Design has been added to the specification title	Title page
References to the BTEC Level 1 Introductory Award in Art and Design have been added to the *Overview of the BTEC Introductory qualifications* pages	Pages 1 and 2
The BTEC Level 1 Introductory Award in Art and Design has been added to *Section 1 Qualification Purpose and Objectives*	Pages 6 and 7
In *Section 1 Qualification purpose and objective*, *Who are the qualifications for?* has been changed to include all learners.	Page 6
The structure for the BTEC Level 1 Introductory Award in Art and Design has been added to *Section 2 Structure*	Page 8
The BTEC Level 1 Introductory Award in Art and Design has been added to *Section 4 Planning your programme*	Page 111
Detail on understanding the qualification grades for the BTEC Level 1 Introductory Award in Art and Design has been added to *Section 8 Understanding the Qualification Grade*	Pages 128-130
References to internal units have been removed from *Points available for units*	Page 130

If you need further information on these changes or what they mean, contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

Overview of the BTEC Introductory qualifications

This specification contains the units and information you need to deliver the new Pearson BTEC Level 1 Introductory Award, Certificate or Diploma in Art and Design. It includes all the units for these qualifications. This specification also signposts additional handbooks and policies.

These qualifications are part of the new suite of BTEC Introductory qualifications offered by Pearson. This suite has been designed for pre-16 to 19+ learners who wish to achieve at Level 1 qualification in preparation for future study. The qualifications are not designed to lead directly to employment but will maximise opportunities for learners to progress by focusing on the development of transferable and sector-related skills. The qualifications have been designed explicitly to meet the needs of this group of learners in terms of content, assessment and progression. For learners who do not want to specialise in one particular sector, we offer a Vocational Studies qualification in the Award, Certificate and Diploma sizes. The Vocational Studies qualification gives learners the opportunity to study units from across the sectors.

The qualifications have been created in line with the ethos and recommendations of study programmes for pre-16 to 19+ year olds and recommendations from centres. The qualifications are designed to meet Ofqual requirements.

All qualifications across the suite share common core units as these units contain the generic attributes learners need to be able to progress to further study. The qualification titles are given below with the size of the qualification in guided learning hours (GLH).

These new graded qualifications provide a broad introduction to a sector and give learners the opportunity to demonstrate increased skill levels. Learners will develop the necessary transferable and sector skills to progress more quickly. The qualifications prepare learners for progression to Level 2 BTECs or other study programmes. They provide for progression by either meeting entry requirements in their own right or by being accepted alongside other qualifications at the same level and adding value to them; typically alongside maths and English studies.

In the art and design sector the qualifications are:

Pearson BTEC Level 1 Introductory Award in Art and Design (70 GLH)
(Qualification Number 603/5003/9)

Pearson BTEC Level 1 Introductory Certificate in Art and Design (180 GLH)
(Qualification Number 601/8542/9)

Pearson BTEC Level 1 Introductory Diploma in Art and Design (360 GLH)
(Qualification Number 601/8541/7)

The information in this specification is correct at the time of publication.

Qualifications, sizes and purposes at a glance

Title	Size and structure	Summary purpose
Pearson BTEC Level 1 Introductory Award in Art and Design	70 GLH Two units must be achieved, of which one must be taken from Core Skills (Group A), Developing a Personal Progression Plan and one unit from the sector options (Group B).	Designed for learners wishing to gain an introduction to a chosen vocation area. The Award offers the opportunity for learners to study a sector unit and plan for their next steps by completing the mandatory unit: *Developing a Personal Progression Plan*.
Pearson BTEC Level 1 Introductory Certificate in Art and Design	180 GLH Five units must be achieved, of which two must be taken from the Core Skills (Group A), and three from Sector Skills (Group B).	Designed for learners who may be ready to progress quickly to further study, the Certificate offers a basic introduction to the art and design sector. It could form part of a study programme that includes other appropriate subjects such as English and maths.
Pearson BTEC Level 1 Introductory Diploma in Art and Design	360 GLH Ten units must be achieved, of which four must be taken from the Core Skills (Group A), and six from Sector Skills (Group B).	Designed to be taken over one year, giving learners the opportunity to develop a range of skills in the art and design sector and supporting progression on to further study. It could be a substantial vocational qualification within a study programme that includes other appropriate subjects such as English and maths.

Total Qualification Time

For all regulated qualifications, Pearson specifies a total number of hours of study that it is expected learners will be required to undertake in order to complete the qualification: this is the Total Qualification Time (TQT). This is calculated for the average learner. Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we expect a centre delivering the qualification to provide.

Guided learning means activities, such as lessons, tutorials, supervised study and supervised assessments, that directly involve tutors and assessors in teaching, supervising and invigilating learners. TQT includes other required learning such as private study, preparation for assessment and undertaking assessment when not directly under supervision.

The Pearson BTEC Level 1 Introductory Award in Art and Design is a qualification having:

- Total Qualification Time: 80 hours
- Guided Learning: 70 hours.

The Pearson BTEC Level 1 Introductory Certificate in Art and Design is a qualification having:

- Total Qualification Time: 195 hours
- Guided Learning: 180 hours.

The Pearson BTEC Level 1 Introductory Diploma in Art and Design is a qualification having:

- Total Qualification Time: 390 hours
- Guided Learning: 360 hours.

Centres should take note of these hours in planning their programme but may use their professional judgement to determine the provision of guided learning and study time across the units.

Qualification and unit content

Pearson has developed the content of the new BTEC Introductory qualifications through consultation with further education representatives and other centres that deliver qualifications at this level. This has helped us to design qualifications with a focus on skills development rather than knowledge, therefore avoiding duplication of learning at a higher level and focusing on the broader skills that learners need for progression.

The purpose of these qualifications is to develop the transferable skills, attributes and behaviours needed for learners to progress to further study and ultimately to employment. The qualifications are designed to be delivered in an applied way, bringing together appropriate content with practical and technical skills.

As a Level 1 qualification the pass standard requires learners to complete routine, simple and directed tasks by applying their knowledge and skills. It is expected that learners complete tasks fully under supervision, direction or with guidance. At merit and distinction levels, learners may be expected to complete tasks in greater detail or with greater confidence or independence.

Transferable Skills coverage

The development of transferable and sector skills is the main focus. We intend for every learner to have the opportunity to develop key transferable skills through both core and sector units. This will help learners to appreciate how the transferable skills they develop in their core units can be contextualised in the sector they are studying. On completion of their course, learners will have developed a set of transferable and sector skills that will benefit them whatever their chosen progression route. The transferable skills covered in the units are summarised in the grid below.

Communication
- Writing, speaking and listening to others
- Using body language to help communication
- Using communication for different purposes
- Communicating in a variety of ways, including electronic and social media

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Working with others
- Setting common goals
- Showing respect for others in the team and valuing their contributions
- Listening to others in the team, being open minded
- Taking on roles and responsibilities

Problem solving
- Identifying issues by being able to examine information
- Dealing with change
- Decision making to find solutions
- Staying with a problem until it is resolved
- Using IT to help solve problems

Managing information
- Collecting and using information from different sources
- Determining relevance and accuracy of information
- Organising information
- Representing information in different ways
- Using IT to present and store information

Self-management and development
- Setting goals and planning ahead
- Being proactive and flexible
- Being resilient and able to work under pressure
- Monitoring performance and devising strategies for improvement
- Using IT for time management

Sector skills coverage

The sector units introduce learners to some broad sector skills and to some underpinning knowledge of a vocational sector. This will help learners to prepare for progression and ensures that the approach to delivery is practical, active, contextualised and skills based.

Functional skills

The units in this specification signpost opportunities for learners to develop functional skills in English and mathematics.

Assessment

Assessment is designed to fit the purpose and objective of the qualification and all units are internally assessed – giving learners the opportunity to demonstrate skills developed in applied scenarios. There is a range of assessment styles suited to skills- and sector-based qualifications at this level. All units are graded to encourage skills development and performance.

These qualifications consist of two types of unit. Group A units are the core skills units, they cover content designed to reflect the skills and behaviours needed to progress to further study. Group B units are made up of sector units containing sector-specific content to enable learners to develop sector-specific skills and some knowledge to support progression to the next stage of vocational learning.

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use the learner's evidence from the unit to achieve another unit.

Internally-assessed units

All units in these qualifications are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit – you can use the examples and support that we give in the units. If you are not an approved centre already, before you assess you will need to become one in order to register learners. You will need to prepare to assess using the guidance in *Section 7*.

In line with the requirements and guidance for internal assessment, you select the most appropriate assessment styles according to the learning set out in the unit. This ensures that learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- carry out practical tasks
- present information that they have gathered
- keep working logbooks, records and reflective journals
- practise English and mathematical skills
- take part in oral or written presentations
- take part in role play, interviews and other activities.

You will make grading decisions based on the requirements and supporting essential guidance given in the units. See *Section 5 f*or rules on resubmission and retakes.

Language of assessment

Assessment of the internal units for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British sign language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 6*.

Grading for units and qualifications

Units are assessed using a grading scale of Distinction, Merit, Pass and Unclassified. Grading has been introduced at this level as a result of feedback from users and practitioners of BTEC qualifications.

All units contribute proportionately, based on the Guided Learning (GLH) to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D, **or** PP to DD. Please see *Section 9* for more details. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes on the basis of learner performance and in consultation with key users of the qualifications.

1 Qualification purpose and objective

Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Art and Design

In this section you will find information on the purpose of the qualifications and how their design meets that purpose. On our website we publish a Statement of Purpose for each qualification. These Statements are designed to guide you and potential learners to make the most appropriate choice about which qualification is most suitable at recruitment.

What is the purpose of these qualifications?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Art and Design are designed around practical skills and tasks that place an emphasis on learners demonstrating what they can do rather than what they know in theory. The qualifications give learners the opportunity to acquire and develop generic, transferable and sector-specific skills in order to complete tasks and demonstrate a level of achievement that enables them to progress to further learning.

The Award offers a taster of the art and design sector and could be studied alongside other subjects.

The Certificate offers an introduction to the art and design sector and could be studied alongside other subjects within a study programme.

The Diploma gives learners the opportunity to develop a broader range of skills in the art and design sector.

Who are these qualifications for?

The Pearson BTEC Level 1 Introductory Award, Certificate and Diploma in Art and Design are primarily for all learners who want to continue their education and develop their skills for progression to further learning and, ultimately, to employment.

The Award is designed for learners who may want to study a sector unit and plan their next steps by completing the Developing a Personal Progression Plan unit.

The Certificate is designed for learners who may be ready to progress quickly to further study.

The Diploma is designed to be taken over one year, as a substantial vocational qualification within a study programme.

What do these qualifications cover?

The content of these qualifications has been developed in consultation with further education colleges and other providers to ensure that the qualifications support progression to further learning and training. All learners taking these qualifications will study core units that focus on key transferable skills such as research and planning, time management and working with others. Learners will also take a number of sector units. The content of the sector units offer a broad introduction to the skills and knowledge within that sector allowing the delivery to be practical and active in order to engage the learners. For art and design, the units cover topics such as planning exhibitions and activities such as print making, working with clay and drawing skills.

What could these qualifications lead to?

These qualifications prepare learners for further learning at a higher level in art and design. The development of transferable skills means that learners can also choose a study programme from alternative sectors. For example, these qualifications in art and design could lead to Pearson BTEC Level 2 qualifications in this sector, or to the Pearson BTEC Level 2 Apprenticeship in Creative, Cultural, Arts and Design, or to Level 2 qualifications in other sectors.

How do these qualifications enable learners to progress?

The mode of delivery and assessment in the units is designed to build awareness of a sector and the skills required to work in it. Learners will be given contexts and scenarios to help them develop skills and to acquire knowledge through application. Learners will not develop all the knowledge and skills needed to enter the labour market in a given sector but will develop pre-employability skills and contextualised knowledge to allow them to progress to further learning and training and, ultimately, to become successful in their chosen sector.

The Award, Certificate and Diploma both contain a mandatory unit: *Developing a Personal Progression Plan*, that enables learners to consider their next steps in learning.

How do the Award, Certificate and Diploma sizes differ in purpose?

The Award is suitable for learners studying part time or for those who want an introduction to a vocational qualification alongside other qualifications and activities as part of their study programme.

The Certificate is suitable for learners studying part time or for those who wish to study a vocational qualification alongside other qualifications and activities as part of their study programme.

The Diploma is twice the size of the Certificate and will form a substantial element of a learner's study programme. By providing a broader sector experience the Diploma will suit learners who have a clear indication of the sector they wish to study further. The Diploma encourages learners to take on some individual research, enabling them to be further prepared for higher-level learning.

2 Structure

Pearson BTEC Level 1 Introductory Award in Art and Design

Two units must be achieved, one of which must be Developing a Personal Progression Plan (Group A) and one unit from the sector options (Group B)

Pearson BTEC Level 1 Introductory Award in Art and Design			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete this unit**		
A2	Developing a Personal Progression Plan	**30**	**Core**
Sector	**Group B units – learners must complete one unit from this group**		
AD5	Creating an Art Image	**40**	**Sector**
AD6	Creating a 3D Art Object	**40**	**Sector**
AD7	Presenting an Image Using a Camera	**40**	**Sector**
AD8	Designing a Product	**40**	**Sector**
AD9	Planning and Marketing an Exhibition	**40**	**Sector**
AD10	Creating a Mood Board	**40**	**Sector**
AD11	Creating an Artefact Using Clay	**40**	**Sector**
AD12	Creating Prints	**40**	**Sector**

Pearson BTEC Level 1 Introductory Certificate in Art and Design

Learners must complete both core units and three sector units.

Pearson BTEC Level 1 Introductory Certificate in Art and Design			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete both units**		
A1	Being Organised	**30**	**Core**
A2	Developing a Personal Progression Plan	**30**	**Core**
Sector	**Group B units – learners must complete three units**		
AD5	Creating an Art Image	**40**	**Sector**
AD6	Creating a 3D Art Object	**40**	**Sector**
AD7	Presenting an Image Using a Camera	**40**	**Sector**
AD8	Designing a Product	**40**	**Sector**
AD9	Planning and Marketing an Exhibition	**40**	**Sector**
AD10	Creating a Mood Board	**40**	**Sector**
AD11	Creating an Artefact Using Clay	**40**	**Sector**
AD12	Creating Prints	**40**	**Sector**

Pearson BTEC Level 1 Introductory Diploma in Art and Design

Learners must complete all core units and six sector units.

Pearson BTEC Level 1 Introductory Diploma in Art and Design			
Unit reference	**Unit title**	**GLH**	**Type**
Core	**Group A units – learners must complete all units**		
A1	Being Organised	**30**	**Core**
A2	Developing a Personal Progression Plan	**30**	**Core**
A3	Working with Others	**30**	**Core**
A4	Researching a Topic	**30**	**Core**
Sector	**Group B units – learners must complete six units**		
AD5	Creating an Art Image	**40**	**Sector**
AD6	Creating a 3D Art Object	**40**	**Sector**
AD7	Presenting an Image Using a Camera	**40**	**Sector**
AD8	Designing a Product	**40**	**Sector**
AD9	Planning and Marketing an Exhibition	**40**	**Sector**
AD10	Creating a Mood Board	**40**	**Sector**
AD11	Creating an Artefact Using Clay	**40**	**Sector**
AD12	Creating Prints	**40**	**Sector**

3 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all tutors, assessors, internal verifiers and other staff responsible for the programme read and are familiar with the information given in this section.

Section	Explanation
Unit number	The numbering of the core units is sequential from A1–A4. The numbering of the sector units is preceded by an abbreviation of the sector plus the number of the unit, e.g. HSC1, HSC2 2.
Unit title	This is the formal title used and it appears on certificates.
Level	All units are at Level 1 as outlined in the Ofqual level descriptors.
Unit type	This shows whether a unit is a core or sector unit. See structure information in *Section 2* for full details.
GLH	Units may have a value of 30 or 40 Guided Learning Hours GLH. This indicates the number of hours of teaching, directed activity and assessment expected.
Unit in brief	A brief formal statement of the content and the skills learners will develop through the unit. You can use this in summary documents, brochures etc.
Unit introduction	This is designed with learners in mind. It indicates why the unit is important, how learning is structured and how learning might be applied when progressing to further education.
Unit summary	This section helps tutors to see at a glance the main content and skills in the unit presented against the learning aims. The suggested assessment evidence is suitable to fulfil the requirements of the unit.
Functional skills	This table summarises opportunities for functional skills development in the unit.
Unit content	This section sets out the required teaching content of the unit. Content is compulsory except when an 'e.g.' is given. Learners should be asked to complete summative assessment only after the teaching content for the unit has been covered.
Learning aims	Learning aims help to define the scope and style of learning of the unit. They define the context within which the learner develops their skills and how they will demonstrate those skills.
Assessment criteria	Each learning aim has assessment criteria to explain the achievement required to obtain Pass, Merit and Distinction grades. A glossary of the terms used in the assessment criteria is given in *Appendix 1*. All assessors need to understand our expectations of the terms used.

Section	Explanation
Essential information for assessment decisions	This section gives holistic guidance on the learning aims and associated assessment criteria. It explains what the learner must provide as evidence to reach the Pass, Merit and Distinction standard. This section also gives examples and clarification.
Essential resources	This section lists specific resources that are essential for teaching and assessing the unit. For information on support resources see *Section 10.*
Delivery guidance	This section gives suggestions of ways of delivering the unit. It offers ideas of practical activities in sector contexts that can be used to help develop relevant skills and to encourage learner progress.
Suggested assessment activity	This section suggests scenarios and tasks that can be used in summative assessment activities.

Index of units

This section contains all the units developed for these qualifications. Please refer to *page 8* to check which units are available for the art and design qualifications.

Unit A1:   Being Organised

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop key techniques to help organise their work and priorities and manage their time effectively.

Unit introduction

How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education.

From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.

The skills you learn in this unit are key for progression to the next stage in your education. They are also crucial for work and life.

Learning aims

In this unit you will:

A Explore techniques to improve own organisational skills

B Review the use of techniques to improve own organisational skills.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore techniques to improve own organisational skills	• Techniques to improve organisation	• A planner for a two-week period.
B Review the use of techniques to improve own organisational skills		• Supporting documentation that demonstrates the techniques used.

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• This unit can be delivered in a sector context.	• Organisational skills • Time management • Use of ICT management tools	• Planning • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Write clearly and coherently, including an appropriate level of detail. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.
Maths	• Solve problems requiring calculations with common measures, including time and money.

Unit content

Knowledge and sector skills

Techniques to improve organisation

Learners will practise skills and techniques to improve their organisation over a period of time before final assessment.

- Time-management techniques:
  - produce daily or weekly to-do lists or action plans to meet deadlines
  - prioritise tasks
  - create a checklist of tasks that need to be completed, reviewing it regularly
  - consider how long each task might take
  - use free calendar software to keep timings of lessons and work
  - allow a little extra time in case longer is spent on one task than expected
  - foresee problems and plan ways to overcome them
  - review priorities.
- Organisational techniques:
  - ensure there is access to required resources to complete tasks such as notebooks, pens, laptops, tablets
  - use organisational stationery such as folders, dividers, highlighters
  - set up and manage a filing system of work and emails to allow for quick and easy access
  - use alerts on phones and other digital devices
  - use project plans and spreadsheets for organisation and budgeting
- Planners to organise time:
  - different types of planner such as wall planners, calendars, electronic and/or online planners
  - using them daily, weekly or monthly
  - keeping them updated and reviewing the priorities.
- Review own time-management and organisational skills through identifying:
  - strengths and weaknesses of techniques used
  - why some techniques worked better than others
  - ways to improve own time management and organisation.

Transferable skills

- Planning: using time-management techniques.
- Managing information: prioritising information received and using ICT to organise and manage time.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore techniques to improve own organisational skills		
A.P1 Use limited techniques to improve own organisational skills.	**A.M1** Use appropriate techniques to improve own organisational skills.	**A.D1** Use appropriate and effective techniques to improve own organisational skills.
Learning aim B: Review the use of techniques to improve own organisational skills		
B.P2 Identify the techniques used to improve own organisational skills, giving outline examples.	**B.M2** Review the techniques used, giving some examples of how they improved own organisational skills.	**B.D2** Review the techniques used, giving detailed examples of how they improved own organisational skills.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- demonstrate that they have tried out a full range of techniques to organise themselves. This could include evidence of prioritising tasks, to-do lists, action planning with detailed timings, screenshots of folder organisation and online calendar alerts, as well as time allocated for homework
- will review the success of the techniques they used, giving full examples of how they improved their own organisation, making some links on how they could use the techniques again.

For merit standard, learners:

- demonstrate that they have used a range of mostly suitable techniques for the tasks they have to complete. This could include evidence of to-do lists, some basic action planning with timings and perhaps some evidence of the use of ICT features to organise their time
- will provide a review that outlines the techniques used. They will give some relevant examples, demonstrating some reflection on how the use of these techniques improved their own organisation.

For pass standard, learners:

- demonstrate that they have used a small number of simple organisational techniques, e.g. to-do lists and phone alerts and perhaps some folder management
- will list the techniques they used and will provide some outline examples of how they may use them again.

Delivery guidance

It is recommended that practical activities ae used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Prioritising tasks

Learners begin this workshop in small groups to complete a task. Tutors can give different scenarios for each group to work with. Ideally, the tasks should be familiar topics to learners such as planning a shopping trip at the weekend. Learners will need to consider where they are going, how they will get there, what it will cost and how much time they have. Using the information, learners can then make a list of the tasks in order of priority and timing.

Suggested time: about 2 hours.

Planning your time

Tutors explain the importance of planning time to meet deadlines. Learners fill in a blank timetable page, identifying when their lessons are and when they have deadlines for work to be completed.

Suggested time: about 1 hour.

Use of own devices to help organisation

Tutors ask learners to investigate what they have on their phones or other devices that could help to organise their time. This could include phone alerts, free software or a calendar.

Suggested time: about 1 hour.

Filing and folders

Tutors talk through the importance of naming and labelling folders (electronic and hard copies) for ease of reference and access. This could be through colour coding, using stickers or labels.

Learners work through their folders, using some of the filing and labelling techniques they have learned.

Suggested time: about 2 hours.

Using a planner to organise own time

Tutors talk through the various types of planner that could be used to organise own time such as wall planners, calendars, electronic and/or online planners. They also talk through how they can be used daily, weekly or monthly to prioritise key tasks and plan ahead.

In pairs, learners fill in a weekly planner for their partner, talking through what the key priorities are for the week for each of them and identifying ways to manage their time.

Each person presents the planner for their partner.

Suggested time: about 2 hours.

Meeting deadlines in your sector

Learners plan their time around the date for completing a particular activity or task on their course.

They make a list of key tasks and show how long each one could take. They then start at the hand-in date and work back to the beginning of the project.

Learners then use the plan and monitor its effectiveness as they progress through it. Learners should also build in contingencies and consider what obstacles there may be to prevent them achieving the end goal on time.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to produce a planner for a set period of time during your course. The time period should be between two and four weeks. Your planner should identify days and times in the week that are blocked out for lessons, work, and sport and leisure activities. You should then demonstrate how you are going to organise yourself and the available time to complete all the tasks you need to in a given timeframe to ensure that you meet all the deadlines.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Complete a study plan for a particular assignment or activity in your sector units.

Unit A2: Developing a Personal Progression Plan

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there.

Unit introduction

What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are good at, what your interests are and what your end goal is.

This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.

The skills you develop in this unit will be good preparation when applying for another course or training programme.

Learning aims

In this unit you will:

A Explore the skills and behaviours needed to meet personal progression goal
B Produce a progression plan to meet intended progression goal.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore the skills and behaviours needed to meet personal progression goal	• Benefits and purpose of developing a progression plan • Finding out about progression opportunities • Setting a progression goal • Identifying the skills and behaviours needed to meet progression goal • Reviewing own skills and behaviours against progression goal • Creating a progression plan	• Audit of skills and behaviours. • Personal progression plan.
B Produce a progression plan to meet intended progression goal		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Learners can reflect on the sector skills they have developed when considering their progression goal.	• Sources of information about progression opportunities and requirements • Producing a progression plan	• Written communication • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Prepare for and contribute to the formal discussion of ideas and opinions.

Unit content

Knowledge and skills

Benefits and purpose of developing a progression plan

- Gives direction and focus to short-term and long-term goals.
- Sets out the key steps to achieve progression goal.
- Allows for discussion with others, e.g. tutors, parents, peers.
- Gives time for reflection on what is achievable and realistic.

Finding out about progression opportunities

- Progression opportunities such as to further learning, work or apprenticeships.
- Local sources of information about potential progression routes such as colleges, careers fairs.
- Sources of advice and guidance for progression.
- Tutor advice.
- Careers advice.
- Entry requirements such as baseline entry qualifications, an entry interview, portfolio.

Setting a progression goal

- Matching own skills and behaviours with progression goals.
- Deciding on the next step, e.g. using SMART (specific, measureable, achievable, realistic, time-bound) targets.
- Using research findings to identify the requirements to meet goals.
- Setting a progression goal to work towards.

Identifying the skills and behaviours needed to meet progression goal

- Skills needed to meet progression goal:
  - transferable skills, e.g. communication, working with others, problem solving
  - employability skills, e.g. IT skills, being able to drive.
- Behaviours needed for progression goal, e.g. reliability, efficiency, being trustworthy.
- Qualifications needed for progression, e.g. level of English and maths.

Reviewing own skills and behaviours against progression goal

- Carrying out a self-audit of skills and behaviours using past experience of education and learning.
- Gathering feedback from others about own strengths and areas for improvement.
- Attitudes and behaviours needed for progression.

Creating a progression plan

To include:
- short-term and long-term progression goals
- identification of key activities needed to move towards the progression goal
- key actions to improve skills and behaviours
- key milestones to achieve goal, e.g. interview dates, application deadlines
- realistic timelines to meet goal.

Transferable skills

- Written communication: filling out application forms, progression plan.
- Managing information: from the sources used to find out about possible progression routes.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore the skills and behaviours needed to meet personal progression goal		
A.P1 Identify an intended progression goal.	**A.M1** Identify a clear progression goal with some details of the skills and behaviours needed to achieve it.	**A.D1** Identify a realistic progression goal with details of the skills and behaviours needed to achieve it.
A.P2 Outline the skills and behaviours needed to meet personal progression goal.	**A.M2** Identify how own skills and behaviours meet personal progression goal.	**A.D2** Describe how own skills and behaviours meet personal progression goal.
Learning aim B: Produce a progression plan to meet intended progression goal		
B.P3 Produce an outline progression plan to meet intended progression goal.	**B.M3** Produce a clear progression plan, identifying some steps towards meeting intended progression goal.	**B.D3** Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:
* set a progression goal that demonstrates evidence of focused research from different sources, showing a clear and detailed understanding of the skills and behaviours needed to achieve it
* carry out an insightful review of own skills and behaviours, using feedback from others and evidence of self-reflection on how own skills and behaviours match those needed to meet the progression goal
* produce a focused progression plan that gives details on the required skills, behaviours and qualifications and produce a detailed plan on the next steps needed to meet the progression goal.

For merit standard, learners:
* set a focused progression goal that demonstrates evidence of finding out information from different sources, showing some understanding of the skills and behaviours needed to achieve it
* carry out a review of own skills and behaviours, using some feedback from others and give some detail on how own skills and behaviours match those needed for the progression goal
* produce a coherent progression plan that outlines some of the skills, behaviours and qualifications needed to meet the goal and covers most of the steps needed to achieve it.

For pass standard, learners:
* set a broad progression goal that shows limited evidence of finding out information from sources
* list the skills and behaviours needed to meet the goal
* produce a basic progression plan that gives broad and unfocused information on how they intend to meet their progression goal.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What are my progression opportunities?

In groups, learners discuss the progression opportunities that may be available to them.
This can be supported by handouts about the local colleges, links to apprenticeship websites and local jobsites.

As a whole group, the progression opportunities can be listed on the board and the group can discuss what their initial ideas/plans are for the next stage.

Suggested time: about 1 hour.

Skills audit

Learners identify their own skills using a number of different techniques. They could list their own ideas first and then use commercially designed paper-based or online questionnaires. Ideally, learners should have the chance to do both. They can then compare results.

Learners list their skills in order of confidence. If the group know each other well, they could share their list with others to find out their opinion.

Suggested time: about 3 hours.

Appropriate behaviours for progression

Learners could begin the session by watching a video clip of people demonstrating different attitudes and behaviours. The group can then identify different attitudes and behaviours and talk about how they can affect other people's attitudes towards them.

Learners could role-play different scenarios that highlight the influence attitudes and behaviours can have on others, e.g. employers.

Suggested time: about 3 hours.

Local sources of information to identify progression opportunities

In small groups, learners carry out local research to find out where and how they can find out about progression opportunities. They could research online local newspapers and magazines, visit the library or careers service, websites, advice and guidance etc. Learners can collate their information to share with others in the class.

Suggested time: about 3 hours.

Opportunities to develop the skills and behaviours needed to progress

Tutors could invite speakers to talk about the value of volunteering and the skills that learners can develop, e.g. working in a charity shop, running a 5k and getting sponsors, being a youth leader, taking part in the Duke of Edinburgh's Award (DofE) scheme or sport's coach.

Suggested time: about 3 hours.

Setting goals

Learners will find out how to set simple goals that are achievable. Tutors could begin by helping learners set day-to-day goals, e.g. what they are planning to do that evening. Initially learners only need to set clear, achievable goals, however it will be valuable to consider measures and timescales.

Tutors can provide a list of potential goals and learners have to decide if they are clear and achievable.

Suggested time: about 3 hours.

Matching skills and behaviours to progression opportunities

Tutors give a range of course details, job advertisements and job descriptions for learners to review. Learners can then match their skills to the relevant course or job. They could initially work in small groups to identify the information they need from the text. Following the matching exercise, they can then decide if it would be realistic to apply for the course or job, if they would need to develop other skills before they could apply or if the course or job is not appropriate.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to attend a progression interview with your tutor to discuss the next step in your learning. In preparation for this, you need to research the possible progression opportunities available to you. You should decide on one opportunity to focus on and produce an outline of the skills and behaviours needed for that particular progression goal and then match your own skills and behaviours to the goal. You should then produce a detailed progression plan, identifying the key areas you need to develop in order to meet your progression goal. Both of these documents will form a basis for the discussion with your tutor.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to produce a new audit and progression plan for a different progression opportunity.

Unit A3:   Working with Others

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop skills in communication, teamwork and problem solving that will enable them to work effectively with other people on a given activity.

Unit introduction

A key part of being successful in work and study is the ability to work with other people. This includes being able to communicate, working together to solve problems and working in teams to achieve common goals.

In this unit, you will develop these skills and demonstrate how you use them. You will work with others to complete a given activity, agree roles and responsibilities, share ideas and support each other. Problems may come up as you work on the activity and you will need to find solutions to them. It can be difficult working with others and this unit gives you the opportunity to develop the skills and behaviours you need to be successful.

The skills you learn in this unit can be applied throughout your sector units and in broader contexts.

Learning aims

In this unit you will:

A Demonstrate the ability to work with others on a given activity

B Review own and others' performance on a given activity.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence

A Demonstrate the ability to work with others on a given activity
 	
B Review own and others' performance on a given activity
	• Communicating with others
	• Working with others to achieve common goals
	• Carrying out an outline review of own and others' performance
		• A log/blog that provides evidence of:
		  ○ role in a set activity where they have worked with others
		  ○ review of the activity.
		• Witness statement from tutor.

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• This unit can be delivered in a sector context.	• Ways to communicate effectively through listening and talking • Building effective teams • Ways to assess own performance • How to plan to improve own performance	• Verbal communication • Teamwork • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Make relevant and extended contributions to discussions, allowing for and responding to others' input. • Make different kinds of contributions to discussions.

Unit content

Knowledge and sector skills

Communicating with others

- Taking part in discussions to decide ways to complete activity.
- Consideration of own verbal communication when working with others.
- Listening and responding appropriately to others.
- Contributing ideas and points of view.
- Accepting and giving positive and negative feedback.

Working with others to achieve common goals

- Identifying individual roles and responsibilities.
- Ensuring clear communication throughout the activity.
- Knowing appropriate behaviours for different situations.
- Working through problems and agreeing solutions together.
- Importance of respecting others who are working with you.
- Reviewing team and personal performance.
- Solving issues in teams.

Carrying out an outline review of own and others' performance

- Identifying own strengths in activity.
- Receiving feedback about own performance.
- Giving feedback to others on their performance.
- Outlining ways to improve own performance when working with others.

Transferable skills

- Verbal communication: working with others.
- Teamwork: working with others to complete an activity or achieve a goal.
- Problem solving: working together to overcome problems.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Demonstrate the ability to work with others on a given activity		
A.P1 Demonstrate limited communication skills when working with others to complete a given activity.	**A.M1** Demonstrate appropriate communication skills when working with others to complete a given activity.	**A.D1** Demonstrate effective communication skills when working with others to complete a given activity.
A.P2 Undertake an activity with others, taking some responsibility for own role within it.	**A.M2** Undertake an activity with others, taking responsibility for own role within it.	**A.D2** Undertake an activity with others, taking full responsibility for own role and making effective contributions.
Learning aim B: Review own and others' performance on a given activity		
B.P3 Produce an outline review of own performance during an activity.	**B.M3** Review own performance during an activity, identifying own strengths and weaknesses, with reference to feedback.	**B.D3** Review own performance during an activity, making suggestions for the future, with detailed reference to feedback.
B.P4 Deliver positive feedback to others that is relevant to the activity.	**B.M4** Deliver positive and negative feedback to others, using examples from the activity.	**B.D4** Deliver constructive feedback to others, using relevant examples from the activity.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:

- work with others successfully, taking ownership of their role in the activity and completing all their own activities while supporting others to achieve the team goal. Their communication skills will be clear and they will be understood by other members of their group to drive the activity forward. They will listen and respond to others, showing respect for their views

- complete a detailed review of their own performance during the activity. This could be written or a verbal recording that gives a detailed overview of the activities they completed. They will describe how they would work with others in the future, using supported examples from feedback they received from others. They will also demonstrate the ability to give positive and negative feedback to their peers in a clear and helpful way, using full examples from the activity.

For merit standard, learners:

- generally work well with others, taking responsibility for their own role in the activity and communicating with others when required, using appropriate language and demonstrating some ability to listen to the views of others

- complete a review of their own performance during the activity. This could be written or a verbal recording which identifies some of their strength and weaknesses, making some reference to the feedback they received from others. They will also demonstrate the ability to give some positive and negative feedback to their peers, using simple examples from the activity.

For pass standard, learners:

- show some ability to work with others, taking some responsibility for their own role in a activity, but not necessarily seeing the activities through to the end. Their communication with others may be minimal and only when necessary

- complete an outline of the role they carried out during the activity. This could be written or a verbal review with minimal attempt to review their own performance. They will attempt to give positive feedback to their peers, although this may be very basic and not linked to concrete examples from the activity.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

What makes a good team?

Tutors ask for examples from the group of any good and effective teams they can think of.
For example, it could be the local netball team, a dance group or a professional football club.
Smaller groups then choose one example from the list and identify two traits that make the team work well together. Examples could be:

- communication
- working together to solve problems
- understanding each other's roles and responsibilities.

Each group has to decide on the two traits they want to feed back to the group. Tutors list them all and then highlight the most prominent. Tutors ask how easy it was to decide as a group on the two traits they had to feed back on.

The group then discuss their experiences of working with others in the past, reflecting on their behaviours and making suggestions on how their team could have worked better.

Suggested time: about 1 hour.

What makes a bad team?

Tutors ask the group for examples of where they have seen or experienced bad teamwork, or of people not working well together. The group discuss the reasons why the team didn't work well together.

Tutors then show examples of bad teamwork, from TV shows like *The Apprentice* or *Big Brother*.

While the clips are being shown, the group write down everything they think has made the team not work properly. They then share their ideas with the whole group.

The whole group then reflects on the benefits of working well with other people and how they have to sometimes modify their behaviour to work effectively with other people.

Suggested time: about 1 hour.

Working in pairs

Tutors hand out photographs of celebrities, well-known people and sports men and women to each person in the group. They are not allowed to tell anyone who their picture is of.

Tutors then put the group in pairs, outside of friendship groups if possible. Then taking turns, one person asks questions about their partner's picture and their partner can only answer 'yes' or 'no'. They are given a time limit to find out the identity of their partner's celebrity.

Once the activity has finished, the tutor asks the group to reflect on how easy it was to communicate with someone when you only get yes or no answers. The group then reflects on how you have to phrase your questions to get the most information and also how to do this quickly under a time limit.

The activity could be repeated in different pairs.

Suggested time: about 1 hour.

Working with a group on an activity

The workshop can focus on building effective teams. There are a range of appropriate activities that learners can participate in.

For example, learners:

- work in small groups to build a tower that can support a marble. They are given drinking straws, sticky tape and a marble. The team that creates the highest tower wins
- work together to create a structure from balloons that will take the weight of one person in the group.

This type of workshop is ideal for discussing roles and responsibilities, participation, communication skills and problem solving.

Tutors could use a team-building activity at the beginning of each workshop instead of having a whole session focusing on this skill.

Suggested time: about 2 hours.

Communicating in teams

Working in groups, learners follow instructions to create an end product.

Learners will need to:

- check they understand what they need to do
- decide who is doing which task
- check progress and follow advice
- ask for help, if necessary
- respect each other's ideas and opinions
- solve problems.

At the end of this session, the group can discuss how effectively they communicated with each other, how well they worked together as a team, any issues they had and how they solved problems.

Suggested time: about 5 hours.

Relaying instructions to others

Learners can take part in a number of activities to develop effective communication skills. For example working in pairs, learners prepare instructions for a simple task such as tying shoe laces. They then share this with another group of learners who then follow the instructions. If the instructions are clear, learners should be able to tie their shoes successfully.

Suggested time: about 1 hour.

Debating a topic with others

Tutors give learners a number of topics to discuss in small groups with some key questions. The group has to firstly decide on the topic they want to discuss and decide on an 'observer' to observe and take notes on the groups' interactions. The group will then be given five minutes to discuss the topic and come to some agreement on the answers to the questions.

The group will decide on one person to feed back on the answers to the questions. The observer will then feed back on how the group interacted with each other and came to decisions.

The activity can be repeated with different people taking the 'observer' role.

The whole group then discuss what they have learned in this session about the views of others and the different roles that are taken in a group.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You will work together (in pairs or larger groups) to put on a small fundraising activity at college for a charity day.

In your group you need to discuss and agree:

- the type of activity you will put on
- who you need permission from
- the date the activity will be on
- the resources needed to put on the activity.

You will agree the roles for each member of the group, ensuring that each of you has an equal amount of responsibility. You need to set up a log/blog explaining your role in the group and your key responsibilities. You need to keep this updated throughout the process.

Once the activity is completed your group will carry out a peer assessment of the activity, discussing how successful you were in working together to put on the activity, writing up the discussions in your log/blog and making suggestions for how you can improve your skills and behaviours.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will work with a different group of people to produce a stand for the college open day.

Unit A4:   Researching a Topic

Level: **1**
Unit type: **Core**
Guided learning hours: **30**

Unit in brief

Learners will develop the skills needed to carry out some outline research into an agreed topic. They will keep a record of their investigation and then present a summary of their findings.

Unit introduction

In this unit, you will have the opportunity to research a topic that interests you. It could be linked to something you have enjoyed in your sector, something that is happening in your local community or perhaps linked to what you would like to do in the future.

Before starting on your research you will need to decide on the focus for your topic. You will set up a research log to record the research tasks you carry out and the sources that you use. When you have completed your research, you will summarise and present your findings.

You will use many of the skills you have developed already, such as planning, time management, research and presenting, as well as any sector skills and knowledge that you have learned.

All these skills are important for progressing to further qualifications.

Learning aims

In this unit you will:

A Carry out research into an agreed topic
B Present a summary of research findings into an agreed topic.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Carry out research into an agreed topic	• Selecting a suitable topic • Collecting information on topic • Keeping a research log • Presenting findings of research	• Research log. • A summary of research findings.
B Present a summary of research findings into an agreed topic		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• The research topic can be in a sector context.	• Ways to plan successfully • Identifying sources of information • How to research • Presentation methods	• Planning • Finding out • Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly and in appropriate language. • Present information in a logical sequence. • Use correct grammar, including correct and consistent use of tense. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.

Unit content

Knowledge and sector skills

Selecting a suitable topic

- Investigation could focus on the local community or area, linked to a sector, hobby or an extra-curricular activity.
- Agreeing investigation title and the scope of the research with tutor.
- Agreeing deadline.
- Ensuring topic is focused and manageable in the timescales.
- Identifying key actions and milestones for the investigation such as setting up a log, organising visits, deadline for completion.

Collecting information on topic

- Sources of information:
  - electronic media, e.g. blogs, podcasts, downloads, websites
  - printed media, e.g. newspapers/magazines/books
  - interviews
  - visits.
- Identifying and selecting the key points from research.

Keeping a research log

- Ongoing record of information researched.
- Information on research sources, methods and key findings.
- Ongoing record of information found out through a chosen medium such as a folder, blog, vlog (video blog).

Presenting findings of research

- Summarising key findings.
- Choosing presentation method, e.g. through a PowerPoint®, vlog, written handouts, oral questioning.
- Explaining findings in a clear and concise way.

Transferable skills

- Planning: identifying key tasks to complete.
- Finding out: information from research sources.
- Managing information: selecting the relevant information, choosing appropriate sources of information.
- Communication: through presentation of findings.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Carry out research into an agreed topic		
A.P1 Search for information on an agreed topic using given research sources.	**A.M1** Search for information on an agreed topic using own and given sources.	**A.D1** Carry out a focused and detailed search into an agreed topic.
A.P2 Select simple information from given sources on the agreed topic.	**A.M2** Select mostly relevant information from sources on the agreed topic.	**A.D2** Select relevant information from sources that link clearly to the agreed topic.
Learning aim B: Present a summary of research findings into an agreed topic		
B.P3 Present an outline summary of research findings on an agreed topic.	**B.M3** Present a clear summary of research findings on an agreed topic, with reference to some of the research sources used.	**B.D3** Present a focused summary of research findings, with clear referencing to the research sources used.

Essential information for tutors

Units from Group A and Group B may assess the same transferable skills. Where this occurs, you may opt to deliver these units simultaneously. This is acceptable providing the delivery is planned appropriately and that all learning aims for both types of unit are met and covered in the assessment. You are not permitted to deliver a unit and then use learners' evidence from the unit to achieve another unit.

Essential information for assessment decisions

For distinction standard, learners:
- carry out research that remains focused on the agreed topic and uses a range of appropriate sources to collect information
- give a detailed breakdown of the sources they have used and select the most relevant information from them, demonstrating awareness of which sources were more reliable than others
- present their summary of research findings clearly, keeping the focus on the research topic. The summary will also reference in detail the research sources that were used.

For merit standard, learners:
- carry out research that remains mostly focused on the agreed topic but may become too broad in places. Some of the sources will have been given by tutors but some they have found for themselves
- outline the research sources used. They will select appropriate information for their topic. They will demonstrate some understanding of which sources are more reliable than others
- present their summary of research findings, remaining mostly focused on the agreed topic although may go off in other directions at some points. The summary will reference some of the research methods that were used.

For pass standard, learners:
- carry out basic research, using research sources that have been given by tutors
- produce a research log that gives incomplete information of the key tasks they have completed. They will select only simple and obvious information from the given sources
- present a basic summary of research findings that are mainly broad and unfocused. There will be little or no reference to the research methods used.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Choosing a topic to investigate

This is perhaps the hardest part of any project. Learners need to choose a topic that is interesting to them but not too big so that it becomes impossible to complete. In small groups, learners make a list of subjects or hobbies they are interested in. They can then ask each other questions about the topics or hobbies. This could begin to form a list of possible subjects for each project. Alternatively, tutors could provide a list of potential topics for learners to choose from.

Suggested time: about 3 hours.

Deciding on outcomes

Learners can be given a list of outcomes and project titles. Their task will be to match the outcomes with the titles. They can then look at the results with other group members to see if they agree or have different answers. Tutors may want to include answers that will overlap with different topics.

Suggested time: about 3 hours.

Research sources

Tutors do a brief overview of what the difference is between a primary source and a secondary source. Tutors then give out a list of different research sources and learners work in pairs to decide whether it is primary or secondary. Learners feed back on their decisions.

Suggested time: about 2 hours.

Identifying the tasks that need to be completed

Learners plan a task list of the activities they need to complete. Tutors could produce a list of actions needed to complete a project in the wrong order and then, in groups, learners put them in the correct order. They will use the correct list to produce a to-do list of tasks to complete for their investigation.

Suggested time: about 3 hours.

Reviewing progress so far

As a group, learners will begin the session by reviewing what they have done so far. This should be a short presentation, depending on the number in the group. This activity is not intended to use the full time for the workshop. Learners can identify any problems they have had and how they have solved them, if they have. Other learners have the opportunity to ask questions about the project and share ideas.

Learners could record the review in their log.

Suggested time: about 3 hours.

What skills are you using?

This workshop will focus on the skills learners are using to carry out their project. Working in small groups, learners could identify different communication, planning, time-management and problem-solving skills. They can then share their results with the larger group.

Suggested time: about 3 hours.

How to present outcomes

Learners will investigate ways to present their research findings. They could experiment with vlogs or blogging software, and try out PowerPoint or Prezi.

They could also try using graphs, charts or illustrations to present information. Learners could work in small groups to decide which formats would be most appropriate for different topics.

Suggested time: about 3 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You need to select a topic of your choice to carry out some research into. The topic could be an extension of something you have studied on your course or an interest or hobby that you would like to find out more about. You will discuss your ideas with your tutor and then come up with a title for your research. This should be focused and manageable in the time available to complete it. You will set up a research log to record what you are doing. This could be a folder, a blog or vlog. You will produce a to-do list of the tasks you need to complete in the timeframes given to you. While you carry out your research, you will keep an ongoing record of the sources and methods used to find out information. Finally you will summarise your key findings in a presentation method of your choice, making reference to the research sources you used.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will need to select a different topic for your research.

Unit AD5: Creating an Art Image

Level: **1**
Unit type: **Sector (Art and Design)**
Guided learning hours: **40**

Unit in brief

Learners will explore the work of 2D artists, developing skills and techniques in drawing, painting and mark making to produce an art image based on the work of selected 2D artists.

Unit introduction

Have you ever wondered how you draw a picture? Do you look at paintings and sketches and wonder how the artist produced the image? Being able to draw, sketch and use 2D materials helps you express your ideas and create pieces of work on paper or canvas using different materials to draw exciting and creative images.

In this unit, you will use 2D materials such as pencils, paints, inks, pastels and chalks. You will experiment with different techniques in mark making and drawing. You will look at artwork produced by other artists and will use their work as a starting point to create your own work. You will produce a portfolio of work that shows your development in drawing art images, using your research of an artist as a starting point.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Produce an art image using 2D materials

B Manage information and self when producing an art image.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Produce an art image using 2D materials	• Historical and contemporary art • 2D materials, skills and techniques	• Sketchbook. • Final 2D image.
B Manage information and self when producing an art image		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Use of materials, equipment and drawing techniques • Experimenting with materials and drawing techniques • Development and communication of ideas with reference to theme and chosen artist • Producing art images • Communicating ideas	• Artists and their practices • Use of materials • Drawing and mark-making techniques • Research and observation skills	• Managing information • Managing self

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Use language, format and structure suitable for purpose and audience.
Mathematics	• Work out areas and perimeters in practical situations.

Unit content

Knowledge and sector skills

Historical and contemporary art

- Influences: key movements, styles, other artists, schools.
- Different styles of 2D work such as line drawings, watercolours and charcoal.
- Use of formal elements.
- References: primary sources, e.g. original art works, paintings, prints; secondary sources, e.g. reproductions, copies, books, magazines, journals, the internet.
- Recording: drawings, photographs, annotations, sketches.

2D materials, skills and techniques

- 2D mark making: drawing, painting, printmaking.
- Use of colour.
- Formal elements.
- Scale and size – Functional Skills in numeracy.
- Design ideas, e.g. sketches, thumbnails, layouts, patterns, test pieces, samples.
- Reflect on and annotate work to show development of ideas/communicate ideas to others in relation to the given stimulus.
- Final design ideas: finished paintings, drawings, prints.

Transferable skills

- Managing information: collecting information on chosen artists, organising information, determining relevant information with reference to scenario and theme.
- Managing self: being proactive and flexible when working through ideas and experimenting, monitoring own performance and devising strategies for improvement.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce an art image using 2D materials		
A.P1 Select materials, skills and techniques and produce a 2D image.	**A.M1** Select appropriate materials, skills and techniques and experiment with ideas to produce a 2D image.	**A.D1** Select effective materials, skills and techniques to experiment with ideas, refine and produce a 2D image.
Learning aim B: Manage information and self when producing an art image		
B.P2 Collect and use information from different sources to generate and communicate ideas.	**B.M2** Collect, select and use information from different sources to generate and communicate ideas.	**B.D2** Collect, select and use key information from different sources to generate and communicate ideas.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a 2D art image that uses materials effectively and creatively and clearly links to an artist and stimulus
- refine their work, showing development from the initial starting point through effective planning and experimenting, recording the full process in a portfolio
- present their research clearly in a portfolio with annotated notes that link the progress of the work to the artist and stimulus
- communicate their ideas and use of materials through their final produced image in a clearly understandable format, there may be a number of supporting versions showing development and refining of skills
- present a final 2D image, showing skilled use of techniques and exploration of the given starting point or theme.

For merit standard, learners:

- produce a 2D art image that uses materials appropriately
- respond to a given starting point or theme in an appropriate manner
- refine their work, showing some development from the initial starting point through plans to experiment, recording the main points of the process in a log
- present clear work that demonstrates a general understanding of 2D art skills and techniques
- communicate their ideas and use of materials through their final produced image in an understandable format, there may be a few supporting versions showing general development and refining of skills
- present a final 2D image, showing good general use of techniques and exploration of the given starting point or theme.

For pass standard, learners:

- produce a 2D art image that uses materials simply
- respond to a given starting point or theme in a basic manner with limited refinement and planning, recording the basic process in a log
- present work that demonstrates a basic understanding of 2D art skills and techniques
- communicate their ideas and use of materials through their final produced image with limited refinement and creativity, there may be simple supporting versions showing basic development and refining of skills
- present a final 2D image, showing use of techniques and exploration of the given starting point or theme in an undeveloped manner. Basic ideas of the 2D image will be unclear in parts and may seem rushed or unplanned.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are introduced to the idea of working in 2D and to the work of artists and designers who work in 2D. Tutors give learners a theme for the 2D image and facilitate a group discussion about the theme and the different ways it could be interpreted. Learners create a mind map to generate ideas around the theme and explore 2D mark-making techniques and materials.

Learners work on their own or in small groups to investigate and research ideas in relation to the theme, including looking at the work of artists and designers who have produced work on similar themes. Learners can build mini-portfolios about the work of artists and influences.

Suggested time: about 8 hours.

Activity: Practical demonstration and workshop – mark making

Tutors will demonstrate the following skills.

Pencil and pen work; exploring line and tone, communicating ideas such as happy lines, sad lines, quick lines, fast lines, confused lines; print with found objects; work with colours, warm and cool colours, link colours to emotions.

Learners experiment with the different techniques demonstrated to produce test pieces and samples. Learners should be made fully aware of any health and safety procedures related to the materials and techniques and the practical studio environment.

Suggested time: about 6 hours.

Activity: Practical demonstration and workshop – drawing

Tutors will demonstrate the following skills.

Blending and shading; hatching and crosshatching; frottage and impressing; wash and wax resist; timed drawings, fast and slow; small drawings and larger drawings exploring scale – Functional Skills mathematics exploring size, scales, proportions, scaling up and down, area.

Different ways of working, drawing with opposite hand, eyes closed, in mouth, with feet, standing up, sitting down, continuous line.

Learners experiment with the different techniques demonstrated to produce test pieces and samples.

Suggested time: about 8 hours.

Activity: Practical demonstration and workshop – inks and paints

Tutors will demonstrate the following skills.

Working with inks; water-soluble marker pens; paints – water colours and collage materials.

Learners experiment with the different materials and techniques demonstrated to produce test pieces and samples.

Suggested time: about 4 hours.

Activity: Researching, planning and developing ideas

Learners use mini-portfolios to develop a more in-depth study about key works of art. Use of the internet and texts/galleries would be useful. Tutors support learners in producing appropriate planning and refining of work documents in order to visually communicate their own ideas for a 2D art image. This could include learners using different techniques and materials, exploring different themes, producing rough sketches, exploring materials and producing samples, sketches and design pages.

Learners refine planning ideas for the final 2D image that could be based on feedback from tutors, self-review or peers. Learners' development of ideas for the final 2D image could be evidenced by annotation, labelling work, taking part in discussions on work produced or producing further planning pages.

Suggested time: about 6 hours.

Activity: Reviewing ideas for art image/portfolio

Learners explore ways of reviewing and reflecting on the materials, equipment and techniques explored.

Suggested time: about 2 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been attending a series of workshops about the artist Pablo Picasso. You are now invited to create an art image that uses his famous painting of *The Weeping Woman* as a stimulus for your own 2D art image.

You will need to research Picasso and *The Weeping Woman* and create a portfolio of your own explorations before creating and producing a final image. You should annotate your research and practice work to show your development and progression.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been attending a series of workshops about the artist Henri Matisse. You are now invited to create an art image that uses his famous painting of *Self-Portrait in a Striped T-shirt* as a stimulus for your own 2D art image.

You will need to research Matisse and *Self-Portrait in a Striped T-shirt* and create a portfolio of your own explorations before creating and producing a final image. You should annotate your research and practice work to show your development and progression.

Unit AD6:   Creating a 3D Art Object

Level: **1**
Unit type: **Sector (Art and Design)**
Guided learning hours: **40**

Unit in brief

Learners will explore 3D work, developing skills to produce an object made in 3D. This is a practical unit where learners will plan and refine ideas using 3D materials.

Unit introduction

If you were to make a 3D art object, what would you do? Would you make a vase out of modroc or a bird out of paper? Lots of artists create work using 3D skills. Being able to design, create and produce your own 3D art objects will help you make pieces of work that explore lots of different materials and techniques.

In this unit, you will learn about 3D materials and the techniques and processes needed to make 3D art objects. Materials that will be used could include wood, wire, plaster, fabric, plastic and card. You will make an object in 3D that could be functional or simply for display. You will learn how to design your object and justify your choice of materials for making it.

This unit will help you develop your problem-solving skills and knowledge in 3D art objects and help you progress to Level 2 art and design qualifications. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Research and select materials for a 3D art object

B Produce a 3D art object.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Research and select materials for a 3D art object	• Exploring 3D materials, techniques and processes • Research skills for 3D objects • Selecting 3D materials, techniques and processes	• 3D art object. • Research and justification of material choices.
B Produce a 3D art object		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Experimenting with materials, techniques and processes • Generating and developing 3D design ideas • Producing 3D art objects • Managing own health and safety	• 3D construction and making techniques • Planning skills for 3D	• Finding out • Managing information

There are opportunities to develop functional skills in this unit:

Functional skills	
Mathematics	• Understand and use whole numbers. • Understand fractions and percentages. • Solve problems requiring calculation.

Unit content

Knowledge and sector skills

Exploring 3D materials, techniques and processes

- Formal elements, including line, tone, colour, shape, pattern, texture, and scale.
- Different methods for joining, shaping and constructing from materials or found objects.
- Decorative formats, e.g. surface decoration, collage, modelling, casting, moulding, clay, setting plaster.
- Use of tools and equipment, e.g. hammers, saws, soldering irons, craft knives, stapler, clay tools, kiln, potter wheel, sewing and knitting needles, scissors, shears, sewing machines, vacuum former, 3D printers, laser cutters.
- Manage own health and safety with considerations for others in practical environment, following procedures.
- 3D objects, e.g. sculpture, jewellery, product design, ceramics, textiles, furniture.

Research skills for 3D objects

- Investigate and research ideas from artists' work, primary and secondary sources, or given starting point.
- Generate ideas based on primary and secondary research, work of artists, designers and craftspeople, or given starting point.
- Use research to justify ideas for the object/shape/size.

Selecting 3D materials, techniques and processes

- Materials, e.g. thick card, metals, plastics, wood, plaster, soap, wax blocks, found objects, thin card, papier mâché, modroc, wire, clay, latex, textiles, foam, scrap materials, string and tape.
- Produce maquettes and objects.
- Justify material choices and application to creation of 3D art object.
- Produce planning pages, exploring ideas for 3D objects, including records of materials, techniques, tools, processes used, images of test samples, maquettes and design pages.

Transferable skills

- Finding out: gathering information on artists, art works, styles, genres, materials and processes.
- Managing information: selecting materials for production of a 3D art object, using research to choose appropriate materials.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Research and select materials for a 3D art object		
A.P1 Collect and use information from different sources to make a 3D art object.	**A.M1** Collect, select and use information from different sources to make a 3D art object.	**A.D1** Collect, select and use key information from different sources to make a 3D art object.
Learning aim B: Produce a 3D art object		
B.P2 Create a 3D art object that demonstrates the use of materials, skills and techniques.	**B.M2** Create an appropriate 3D art object that demonstrates the competent use of materials, skills and techniques.	**B.D2** Create an effective 3D art object that demonstrates the successful use of materials, skills and techniques.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- demonstrate skilful handling of numerous 3D materials and techniques, exploring in detail the creative use of different processes and tools
- present planning work that demonstrates they are able to generate appropriate ideas for 3D outcomes in a portfolio
- demonstrate development of ideas, including design sketches, test pieces or maquettes and creative final work
- demonstrate in their artwork creative use of 3D materials, techniques and processes that are evidenced in the extensive selection made.

For merit standard, learners:

- demonstrate effective use of 3D skills using multiple techniques, exploring in detail the use of different media, materials and tools
- experiment with 3D materials and techniques. These may be varied in quality but will show some skills and understanding
- demonstrate development of ideas, including design sketches, test pieces or maquettes and competent final work
- demonstrate in their artwork effective use of 3D materials, techniques and processes that are evidenced in the wide selection made.

For pass standard, learners:

- demonstrate appropriate use of 3D skills using basic techniques, exploring the use of different media, materials and tools
- experiment with 3D materials and techniques, showing limited skills and understanding
- demonstrate little evidence that ideas have been developed or refined. Evidence might include basic design sketches, test pieces or maquettes and final work
- demonstrate in their artwork basic use of 3D materials, techniques and processes that are evidenced in the narrow selection made.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are introduced to the idea of working in 3D and to the work of artists, designers and craftspeople who work in 3D. Tutors give learners a theme for the art object and facilitate a group discussion about the theme and the different ways it could be interpreted. Learners create a mind map to generate ideas around the theme and 3D materials, techniques and processes. Learners could work on their own or in small groups to investigate and research ideas in relation to the theme, including looking at the work of artists, designers and craftspeople who have produced work on similar themes. Learners could explore 3D materials or list them.

Suggested time: about 8 hours.

Activity: Practical – 2D design ideas

Learners should individually create 2D design ideas before making 3D art objects, selecting materials they want to practise with. Learners should demonstrate 2D drawing skills in relation to how their ideas are going to become 3D and should record choices made against their research. Ideas could be in relation to the theme, including looking at the work of artists, designers and craftspeople who have produced work on similar themes. In groups, learners discuss their work using visual language, such as the formal elements: colour, space, line, form, texture, shape, balance, scale and contrast.

Suggested time: about 3 hours

Activity: Practical demonstration and workshop with paper and card

Tutors demonstrate a variety of 3D techniques and tools when working with paper and card. Techniques could include folding, cutting, scoring, shaping, joining, fixing and working with papier mâché. Learners experiment with the different techniques demonstrated to produce test pieces and maquettes. Learners should be made fully aware of any health and safety procedures related to the materials and techniques and the practical studio environment. In groups, learners discuss their work using visual language, such as the formal elements: colour, space, line, form, texture, shape, balance, scale and contrast.

Suggested time: about 4 hours.

Activity: Practical demonstration and workshop with wire

Tutors demonstrate a variety of 3D techniques and tools when working with wire. Techniques could include hand moulding, cutting, shaping, bending, joining and fixing. Learners experiment with the different techniques demonstrated to produce test pieces and maquettes. Learners should be made fully aware of any health and safety procedures related to the materials and techniques and the practical studio environment. In groups, learners discuss their work using visual language, such as the formal elements: colour, space, line, form, texture, shape, balance, scale and contrast.

Suggested time: about 3 hours.

Activity: Practical demonstration and workshop with plaster

Tutors demonstrate a variety of 3D techniques and tools when working with plaster. Techniques could include moulding, forming and casting. Learners experiment with the different techniques demonstrated to produce test pieces and maquettes. In groups, learners discuss their work using visual language, such as the formal elements: colour, space, line, form, texture, shape, balance, scale and contrast.

Suggested time: about 3 hours.

Activity: Practical demonstration and workshop with modroc

Tutors demonstrate a variety of 3D techniques and tools when working with other materials such as modroc etc. Techniques could include hand moulding, cutting, shaping, bending, joining and fixing. Learners experiment with the different techniques demonstrated to produce test pieces and maquettes. In groups, learners discuss their work using visual language, such as the formal elements: colour, space, line, form, texture, shape, balance, scale and contrast.

Suggested time: about 4 hours.

Activity: Decoration of 3D objects using paint, varnishes and surface decoration

Decoration ideas could be in relation to the theme, including learners looking at the work of artists, designers and craftspeople who have produced work on similar themes.

Suggested time: about 4 hours.

Activity: Communicating ideas for 3D art object

Learners will refine planning ideas for the 3D art object that could be based on feedback from tutors, self-review or peers. Learners' development of ideas for the 3D art object could be evidenced by annotation, labelling work or taking part in discussions on work produced or producing further planning pages.

Suggested time: about 3 hours.

Activity: Reviewing work to develop further skills

Learners should be able to present their final 3D art object to an audience. This may be as part of a group show or it may be individually presented to tutors. Learners should also be able to review the work they have produced. The review should include:

- what they have produced and why
- how it relates to the original theme
- what materials, techniques and processes they have used and why
- what problems they faced during the project and how they overcame them
- what they have learned about working in 3D and how they will use this in the future.

This could take the form of a written review or it could be a verbal presentation by learners that is observed and peer review/witness statements are gathered to confirm demonstration of skills and knowledge.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to use different 3D materials to create an art object for your local primary school as a part of their nature topic this term. The children would like to see a sculpture made using different natural materials and a range of techniques and skills to create the object.

You should create a portfolio that shows your research into the topic of nature and your process of designing and producing a final piece of artwork/sculpture.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Your local council have asked for artists to enter a local competition that will showcase 3D sculptures in response to the theme of urban living.

You should create a portfolio that shows your research into the topic of urban living and your process of designing and producing a final piece of artwork/sculpture.

Unit AD7: Presenting an Image Using a Camera

Level: **1**
Unit type: **Sector (Art and Design)**
Guided learning hours: **40**

Unit in brief

Learners will develop their skills in using a camera and creating an image. They will gain photography experience by using a camera to take photographs in different ways.

Unit introduction

Do you take photos using your mobile phone? Have you ever used a camera to take a picture? Do you use any editing software to create effects? It can be easy to take a picture but have you ever wondered what skills you need to be able to take the 'perfect image'?

In this unit, you will learn how to use photographic equipment to create images. You will understand how to adjust an image using camera controls as well as work with natural and artificial light. You will learn how framing a shot in a slightly different way can have a big effect on the end result. You will finish your creation of an image by editing it ready for printing or publication.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Create images using photographic equipment

B Communicate ideas and information in response to a brief.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Create images using photographic equipment	• Using cameras and equipment • Using photography in different contexts • Creating a portfolio • Problem solving and communicating photographic images	• Composition, selection and presentation of photographs. • Process portfolio responding to a brief.
B Communicate ideas and information in response to a brief		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Creating photographs as works of art and design • Working with different types of photographic equipment and techniques • Preparing photographs for presentation and communication	• How to create photographs with some control • Types of audience for photography and their needs • Characteristics of different photographic processes • Different ways of presenting photographs to an audience	• Communication • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Utilise information contained in texts. • Ensure written work includes generally accurate punctuation and spelling, and that meaning is clear.
Mathematics	• Collect and record discrete data and organise and represent information in different ways.

Unit content

Knowledge and sector skills

Using cameras and equipment

- Handling and care of equipment, e.g. holding a camera steadily, using a neck strap, ensuring battery is charged.
- Working processes and composition techniques.
- Composing shots and selecting the 'right' shot.
- Taking photographs that record sufficient detail, e.g. are not blurred, are well-exposed and are well-framed.
- File sizes and resolution needed for different purposes, e.g. JPEG, TIFF, GIF; saving and backing up.
- Editing images for best results, e.g. enhancing the subject, cropping unnecessary details, choosing the best image.
- Working processes with natural and artificial light, e.g. hard and soft daylight, artificial light sources.

Using photography in different contexts

- Working with adults or children.
- Working with others, e.g. as a photographic assistant, as a video team, with an editor.

Creating a portfolio

- Selecting photographs in response to a brief or theme from a range of shots.
- Laying out and framing selected photographs.
- Use of colours, borders and other related portfolio composition.
- Annotating and making comments to support the brief.

Problem solving and communicating photographic images

- Setting out the steps needed to organise images for a specified purpose, e.g. a photo story, as a document of an event, to record an object.
- Types of visual information to communicate, e.g. subject matter, detail, contrast.
- Sharing photographs, e.g. photo-sharing websites, blogs.
- Taking photographs for different purposes.

Transferable skills

- Communication: expressing ideas through images, communicating intention and purpose, choosing the right subject and composition.
- Problem solving: managing ideas correctly, transferring ideas to concept and into print, working in given timescales to take and produce images using equipment.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Create images using photographic equipment		
A.P1 Compose simple camera shots and take images.	**A.M1** Compose appropriate camera shots and take competent images.	**A.D1** Compose accurate camera shots and take a range of effective images.
Learning aim B: Communicate ideas and information in response to a brief		
B.P2 Present images in response to a brief and communicate ideas in a portfolio.	**B.M2** Present suitable images in response to a brief and communicate ideas appropriately in a portfolio.	**B.D2** Present clear images in response to a brief and communicate ideas effectively in a portfolio.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- compose the framing of specific shots, interpreting a brief accurately and correctly
- take a range of images using a camera correctly and effectively
- present information in a portfolio using clear shots and images
- communicate correct and accurate information in the portfolio that responds to all aspects of the brief
- create images that are well planned, considered and meet the demands and expectations of the brief.

For merit standard, learners:

- compose the framing of specific shots, interpreting a brief competently
- take an image using a camera appropriately and competently. There will be some capacity for further improvement
- present information in a portfolio using suitable shots and images
- communicate appropriate information in the portfolio that responds to the main aspects of the brief. Shots may not be sequential/may lack detail or miss minor elements of the brief
- create images that respond to the brief and meet most of the aims.

For pass standard, learners:

- compose the framing of basic shots, interpreting a brief in a limited manner
- take an image using a camera. Some shots may lack detail and framing
- present information in a portfolio. Learners will evidence limited and basic examples of work
- communicate basic information in the portfolio that responds to the brief. Further work would be necessary
- create simple images.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners take part in a group discussion on what makes a good photograph.

A guest speaker, for example a wildlife photographer, talks about their work and how they go about making photographs. Learners prepare questions to ask the speaker on how they got started as a photographer, what kind of equipment they use, how they go about getting a good photograph, who they work for (agencies, freelance).

Learners look at a range of photographs and images such as posters, photos, adverts etc.

Suggested time: about 3 hours.

Activity: Handling photographic equipment

Learners are given a situation.

There is a job to do. What are the best tools for the job? Do I need a camera that is small, quiet and unobtrusive? Or more specialised equipment such as a telephoto lens? How much rough treatment can the equipment take? What do I need to watch out for when handling photographic equipment?

Learners are introduced to a variety of photographic equipment, including mobile devices, SLR cameras and lenses. Learners record different uses and practise safe and effective handling of equipment. Learners practise taking an image.

Suggested time: about 6 hours.

Activity: Photographic techniques workshop

Learners ask themselves questions. How can I get the best possible photograph with the equipment available? How should I hold a camera? How can I keep it steady? What is the closest I can get to a subject without the picture getting blurry? What is the best angle to photograph from?

Learners are introduced to a limited range of still photography techniques, for example tracking movement, taking close-ups, framing a composition. Learners practise their skills, recording and discussing the results.

Suggested time: about 6 hours.

Activity: Natural light workshop

Learners are introduced to techniques using natural light, for example working with direct sunlight, using shade, using reflected light. Learners observe the effects of natural light and take a series of test shots, recording and discussing the results.

Suggested time: about 6 hours.

Activity: Social photography workshop

Learners are shown videos of photographers working with people in informal (e.g. a music event) and formal (e.g. a wedding) settings. Learners try photographing others or themselves, using a theme.

Suggested time: about 6 hours.

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Activity: Using photo-editing software

Introduce learners to how photo editing can make the most of a photo. What editing tricks are used for humour? What are used to create a dark mood? How can I get rid of distracting elements in a picture?

Learners are shown a limited range of functions of photo-editing software, e.g. cloning tools, shadow and highlight adjustments, cropping tools. They follow a brief to edit images using these tools.

Suggested time: about 6 hours.

Activity: Selecting shots

Learners select their best shots and look at ways of presenting them. Refer to a brief to assess whether their work shows a range of techniques that meet the requirements of a brief or respond to it.

Mount shots on different papers, card or in frames. Review what makes an attractive photograph and how it can be presented to a customer or in a portfolio of work.

Learners create a basic portfolio which can be used to promote and market their work. Review and improve techniques and select further examples of work to showcase.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to take photographs for a friend's wedding. They would like a range of still and action shots and would like you to present your ideas for images before their actual wedding day. The brief includes requests for close-ups of key people involved in the wedding as well as group and long-range shots.

You are required to take photographs of suitable wedding shots and present them in a portfolio, communicating different shot types and settings. You should communicate your ideas for each shot and explain any problems and how you would tackle these should they arise on the day.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to take photographs for a local school. They would like a range of still and action shots of animals who are homed in the local zoo and would like you to present your ideas for images to them. The brief includes requests for close-ups of animals as well as herd and long-range shots.

You are required to take photographs of suitable wildlife and animal shots and present them in a portfolio, communicating different shot types and settings. You should communicate your ideas for each shot and explain any problems and how you would tackle them should they arise on the day.

Unit AD8:   Designing a Product

Level: **1**
Unit type: **Sector (Art and Design)**
Guided learning hours: **40**

Unit in brief

Learners will explore the process of designing a product. They will learn about the design development cycle, from receiving a brief to designing their product in response to it.

Unit introduction

Have a look around the high street and you will see examples of designed products in many different forms. From cereal packaging to clothes, all designs have to start from an initial brief given by a client. The ability to produce designs is an important skill for an artist and designer, as it helps you to develop work from a specific starting point to a final outcome.

In this unit, you will learn about the design development cycle and the different stages you need to go through to take your work from an initial idea to a final design. You will look at different types of brief from a range of clients. You will create a portfolio of work that showcases your skills in being able to meet the needs of a client.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Produce a design for a product in response to a brief

B Review and reflect upon the effectiveness of a designed product.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Produce a design for a product in response to a brief	• Understanding a brief • Generating ideas • Producing designs	• Portfolio of designed work for a product, from a given brief. • Final summary in portfolio, reviewing and reflecting on effectiveness of own design.
B Review and reflect upon the effectiveness of a designed product		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Experimenting with materials, techniques and design processes • Generating initial ideas and carrying out research • Developing ideas • Producing designs	• Design development cycle from brief to end product • Interpreting a brief and meeting the needs of others (clients) • Time management • Understanding of products	• Self-management and development • Problem solving

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Use language, format and structure suitable for purpose and audience.
Mathematics	• Understand and use whole numbers. • Understand fractions and percentages.

Unit content

Knowledge and sector skills

Understanding a brief

- Interpreting the content of a brief from a client such as the theme and purpose.
- Understanding the requirements of the brief; size, shape, media and materials to be used.
- Understanding deadlines set and how to plan work to meet the deadlines.

Generating ideas

- Investigating the work of artists, designers and craftspeople in response to the set brief.
- Carrying out research to inform and inspire designs from other products.
- Working with the client and building a relationship to work through designs.

Producing designs

- Exploration of a range of materials, techniques and processes.
- Producing test pieces and samples and gaining feedback from clients and others.
- Producing planning pages, exploring ideas, making records of materials, techniques and processes used.

Transferable skills

- Self-management and development: producing product designs that meet the needs of clients and briefs, working to deadlines, setting goals and planning ahead, working flexibly and resiliently, presenting self professionally.
- Problem solving: responding to feedback, applying problem-solving skills to practical work, responding to changes, finding solutions in planning and designing products.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce a design for a product in response to a brief		
A.P1 Interpret a client brief and present a design for a product.	**A.M1** Interpret a client brief, describing ideas and present a selected design for a product.	**A.D1** Interpret a client brief, explaining ideas and present an effective design for a product.
Learning aim B: Review and reflect upon the effectiveness of a designed product		
B.P2 Identify the strengths and weaknesses of the design.	**B.M2** Identify the strengths and weaknesses of the design and outline appropriate improvements.	**B.D2** Identify the strengths and weaknesses of the design and describe reasons for suggested improvements.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a design for a product that responds to a brief, meeting all requirements
- present selected designs that are effective and meet the aims of the brief
- clearly identify the strengths and weaknesses of their design in the portfolio in a final reflection and review. Improvements that could be made are described and learners have valid reasons for how the design could be improved
- present their portfolio professionally and clearly, demonstrating progress and key elements of development through the design process.

For merit standard, learners:

- produce a design that responds to the main aspects of a brief, but has minor elements missing
- present selected designs in response to the brief. The presentation may not effectively meet the requirements but is suitable and clear
- note the strengths and weaknesses of their design in the portfolio in a final reflection and review. Improvements that could be made are outlined but not fully described
- present their portfolio clearly, demonstrating progress of the main elements of development through the design process.

For pass standard, learners:

- produce a design that responds to the basic aspects of a brief, but has elements missing
- present designs for a product. The designs may be limited and lacking in detail
- identify the strengths and weaknesses of their design but any further detail such as possible improvements are not indicated
- include a basic design process in their portfolio that is made in response to the client brief but this lacks detail.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are introduced to the ideas and processes behind design and to a variety of different types of design work by artists and designers. Learners can explore the environment around them to identify products that have been designed. Learners list those they think may have come from a request from a client. This is followed by a whole-group discussion.

Learners visit the high street and identify further examples of products that have been designed such as posters, packaging etc.

Suggested time: about 1–2 hours.

Understanding the brief

Tutors give learners a client brief for the project and facilitate a group discussion about how to pick out key information from a brief.

Learners work on their own or in small groups to read through the brief and extract the pertinent information. They will need to identify:

- what the brief is asking for
- the theme of the brief
- areas of research
- any restrictions or constraints, i.e. size, shape or materials
- timescale and deadline for the brief
- who the design is for.

Suggested time: about 6 hours.

Activity: Research

Learners carry out research based on the assignment brief. They will:

- research artists, designers and craftspeople
- gather inspirational source material.

Tutors support learners in carrying out meaningful research that will support the generation and development of ideas for designs.

Learners document their research in sketchbooks, loose sheets or in a portfolio. Research evidence should be supported with learners' annotations, notes or discussions with tutors.

Working with the client: role play or tutor Q&A/discussion with learners individually.

Suggested time: about 4 hours.

Activity: Generating ideas

Learners explore practical ways to generate ideas for their design work in relation to the assignment brief. Tutors introduce a variety of techniques to generate ideas from market research, observation, the internet and TV, magazines etc.

Tutors set a mock client brief. Learners explore a range of materials, techniques and processes to develop initial ideas. The materials, techniques and processes used in this exploratory stage will largely be determined by the nature of the assignment brief and the type of design that is being targeted. Some examples could be:

- graphic design
- fashion design
- product design.

Suggested time: about 8 hours.

Activity: Reviewing and reflecting

Tutors support learners in producing appropriate planning documents in order to communicate their designs visually in relation to the brief. This could include learners carrying out additional research, exploring different themes and additional materials, producing rough sketches and further samples in response to problems identified by the client, themselves and tutors.

This work should focus on the refinement of ideas in relation to the design challenge set. Learners will refine ideas for their design(s) based on feedback from tutors or peers. Learners' development of ideas could be evidenced by annotations, labelling work or taking part in discussions on work produced or producing further planning pages.

Suggested time: about 6 hours.

Activity: Producing designs

Learners should individually create designs that respond to at least two different briefs. Learners' final design(s) should be clearly developed from initial ideas and show evidence that they have been developed and refined as a result of going through the mock design process.

Suggested time: about 6 hours.

Activity: Presenting final work and reviewing outcomes

Learners should present their final design(s) to an audience. This may be as part of a group show or it may be individually presented to tutors. Learners should review the work they have produced. The review should include:

- what they have produced and why
- how it relates to the original brief
- what research they carried out
- what materials, techniques and processes they explored
- how they developed and refined their designs
- what problems they faced during the project and how they overcame them
- what they have learned about design and how they will use this in the future.

This could take the form of a written review, or it could be a verbal presentation by learners that is observed and peer review/witness statements are gathered to confirm their demonstration of skills and knowledge.

Suggested time: about 4 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

A local business wants you to design a printed bag on canvas that can be used for promoting their services but also looks eye-catching and fun.

They will present you with a brief that explains their key requirements and timescales. They would like at least three designs for the bag and also an alternative use for the product once their campaign finishes (for example, it can be used in another form).

You should respond to the client brief and keep all your research and design attempts in a logbook or other portfolio.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

A local charity wants you to design a package for collecting donations in that looks eye-catching and fun.

They will present you with a brief that explains their key requirements and timescales. They would like at least three designs for the package and also an alternative use for the product once their campaign finishes (for example, it can be used in another form).

You should respond to the client brief and keep all your research and design attempts in a logbook or other portfolio.

Unit AD9:   Planning and Marketing an Exhibition

Level: **1**
Unit type: **Sector (Art and Design)**
Guided learning hours: **40**

Unit in brief

Learners will develop their skills in finding suitable exhibition spaces and planning an exhibition for themselves or others in their group. They will explore the development of marketing materials suitable for a target audience.

Unit introduction

Artists do not just sell their work through a shop or online. They often produce lots of artwork in order to showcase what they can do and display this in an exhibition. An exhibition allows the artist to sell their work but also to promote themselves and market their talents to art experts and the general public.

In this unit, you will learn about how to plan an exhibition to market your own and/or others' work. You will consider the type of venue you need to hire for a specific exhibition, which will mean researching what spaces are available locally to you for a reasonable fee. You will need to plan what you need to buy or rent in order to set up the space and any other requirements such as poster printing to promote your exhibition. You will work as a member of a team, which will enable you to develop excellent teamwork skills.

The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Work with others to plan and organise an exhibition

B Produce marketing materials for an exhibition.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Work with others to plan and organise an exhibition **B** Produce marketing materials for an exhibition	• Planning an exhibition • Working with others to plan an exhibition • Marketing an exhibition	• Individual plan for own role in an exhibition. • Marketing materials.

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Marketing • Costing and time management • Decision making • Teamwork • Preparing summaries and comparisons	• Types of venues • Sequence of activities required when planning an activity • Finding suppliers for staging events • Calculating time and equipment needed • Calculations of costs where applicable	• Working with others • Self-management and development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information/points of view clearly and in an appropriate form.
Mathematics	• Add, subtract, multiply and divide whole numbers using a range of strategies.

Unit content

Knowledge and sector skills

Planning an exhibition

- Generating ideas for an exhibition, e.g. based on themes, artists or designers, styles and genres.
- Decision making: selecting venues and comparing against costs of others; capacity of venues, i.e. how many people can the venue hold.
- Additional materials cost for displaying exhibition artwork.
- Identifying costs for holding an exhibition such as venue costs, marketing costs for flyers and leaflets, posters and other media related expenses.
- Planning timescales such as get-in, get-out, set-up time for displaying art work.

Working with others to plan an exhibition

- Roles for team members: location scouts, finance, marketing, advertising, sales, customer service, artist liaison.
- Responsibilities: duties by role, management of workload, prioritising, confirming arrangements, confirming prices, creating marketing materials.

Marketing an exhibition

- Marketing methods such as use of posters, leaflets, online advertising, radio.
- Consideration of target audiences, age of audience, how to target them or market to them, location of audience.

Transferable skills

- Working with others: setting goals, respect, listening skills, roles and responsibilities, marketing ideas, making decisions.
- Self-management and development: planning skills, basic costing, meeting customer needs, making individual decisions.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Work with others to plan and organise an exhibition		
A.P1 Participate in group activities to plan and organise an exhibition, taking some responsibility for own role.	**A.M1** Participate responsibly in group activities to plan and organise an exhibition, taking responsibility for own role.	**A.D1** Participate effectively in group activities to plan and organise an exhibition, taking responsibility for own role and making contributions to the team.
Learning aim B: Produce marketing materials for an exhibition		
B.P2 Produce basic marketing materials for an exhibition.	**B.M2** Produce appropriate marketing materials for an exhibition that shows some consideration of target audience.	**B.D2** Produce creative marketing materials for an exhibition that demonstrates consideration of target audience.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce a plan for holding an exhibition that contains details on their own roles and responsibilities and how that links to the roles and responsibilities of others. The plan will be well organised and formatted and could be a series of actions that contain the relevant information about the exhibition and the decisions made in terms of venues, facilities, staging. It will also contain information on how their role fits in the bigger plan
- work with others responsibly and effectively, showing some elements of leadership such as decision making or taking on additional roles to support the team
- produce creative marketing materials for the exhibition that demonstrate a good understanding of the audience they are targeting.

For merit standard, learners:

- produce a plan for holding an exhibition in some detail and give clear information on their own role. The plan could be a series of actions with descriptive information and with examples to support work. Some information may be missing or lack refinement
- work with others well and considerately, with few distractions
- produce marketing materials that would promote the event well and show some understanding of the audience they are targeting.

For pass standard, learners:

- produce an outline plan for holding an exhibition, with some information identifying own and others' roles and responsibilities
- work with others, demonstrating some good levels of focus and responsibility but with increased distractions at times
- produce and present basic marketing materials that would promote the event, materials may not be fully prepared or would target the incorrect audience.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Tutors introduce the unit by giving learners examples of exhibitions, spaces and venues.

Learners conduct a tour of different environments in their immediate setting, assessing possibilities for holding an exhibition for set numbers of people. Learners feed back on their findings to others and discuss how they would plan for an exhibition.

Suggested time: about 3 hours.

Activity: Estimation and budgeting

Tutors give learners information as to what would be needed in an exhibition.

Tutors set budgets for a variety of small space locations and venues and distribute this to learners, facilitating research into budgeting for holding an exhibition. Learners are given a client brief and use IT to create an estimate of how much an exhibition would cost. Extend the activity by asking peers to decide which estimation would be acceptable and why (Q&A). In groups, learners select a mock exhibition planning activity to undertake. They may need to carry out research using the internet or undertake a research visit.

Suggested time: about 6 hours.

Activity: Creating marketing materials

Tutors ask learners to list the different types of marketing materials they have seen or have used previously.

Examples of marketing materials are given out and learners evaluate the success of them and their differences. Questions can be asked such as: who does the material target/attract? What information is contained on the materials? Would the learner attend the event?

Assess other types of marketing materials available such as TV and radio or online advertising.

Review strategies and timeline processes for a marketing campaign, considering time to print/create/record materials and then publicising the event.

Suggested time: about 8 hours.

Activity: Site visit

Learners visit two local venues and/or art galleries. Opportunities with venue holders to discuss facilities and decide on what they may need if they were to hold an art exhibition in situ.

Suggested time: about 8 hours.

Activity: Planning

Tutors set a mock assessment and give learners an outline requirement sheet for an artist who wants them to organise an exhibition. A budget can be in place. Tutors observe learners working together to find out costing information.

Suggested time: about 10 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to plan an exhibition for a group of artists who want to hold the event in the centre of town. They want to showcase their work to young people (aged between 16 and 21 years) and need to find a space where young people would have easy access to it. They also need to make sure the exhibition looks 'fresh and funky' in order to attract young people.

In your team, you will need to decide on roles and responsibilities in order to investigate possible venues and decide on the resources needed to hold the exhibition. You should record information about venues and other planning information in your planning materials. You will also need to decide on what marketing material will be required and where/how this should be used to promote the exhibition.

Finally, create a plan of the actual exhibition itself, again identifying and explaining your own and others' roles from start to finish. This includes cleaning up!

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You have been asked to plan an exhibition for a group of artists who want to hold the event in a local shopping centre. They want to showcase their work to as many people as possible of all ages and need to find a space where people would have easy access to it.

In your team, you will need to decide on roles and responsibilities in order to investigate possible venues and decide on the resources needed to hold an exhibition. You should record this information in your planning materials. You will also need to decide on what marketing material will be required and where/how this should be used to promote the event.

Finally, create a plan of the actual event itself, again identifying and explaining your own and others' roles from start to finish.

Unit AD10:   Creating a Mood Board

Level: **1**
Unit type: **Sector (Art and Design)**
Guided learning hours: **40**

Unit in brief

Leaners will develop the skills and techniques needed to produce a mood board that communicates their art and design ideas in response to a brief.

Unit introduction

A mood board consists of a collection of images, textures, colours, fabrics and text that are used to describe art and design ideas. Artists and designers use them to present and agree ideas based on the requirements of a brief.

In this unit, you will explore and develop ways of working with materials and techniques in order to produce a mood board that can be used to describe ideas for an art and design brief, such as painting, fashion, photography and graphics. You will develop skills in sourcing suitable materials, selecting and presenting them in a way that communicates your ideas effectively.

This unit will help you develop skills to progress to qualifications in different sectors, as well as to progress to other qualifications in art and design. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Produce a mood board in response to a brief

B Manage information and communicate design ideas when producing a mood board in response to a brief.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Produce a mood board in response to a brief	• Use of materials in response to requirements of a brief • Development and application of skills and techniques • Purpose of mood board	• Portfolio showing development. • Final mood board.
B Manage information and communicate design ideas when producing a mood board in response to a brief		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Sourcing materials to describe ideas • Experimenting with materials and techniques, e.g. selection and presentation • Developing and communicating ideas for final piece • Producing final mood board • Communicating ideas	• Requirements of a brief • Mood board: purpose and requirements • Research techniques • Presentation techniques	• Managing information • Communication

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Use language, format and structure suitable for purpose and audience.

Unit content

Knowledge and sector skills

Use of materials in response to requirements of a brief

- Images that can be applied to a mood board such as drawings, paintings, sketches, cuttings.
- Photographs that identify features, themes or specific points.
- Colours and textures: fabrics, paper, rubbings, cuttings, card.
- Typography and text: titles, quotes, definitions.
- Samples: wood, plastic, metal.
- Deciding on the right materials to meet the requirements of a brief and making choices for selection.

Development and application of skills and techniques

- Selection of materials and experimentation.
- Planning of layout on a mood board to best 'showcase' ideas and concepts by considering form, layout, format, size and quantity.
- Notes and annotations to explain development.
- Communicating ideas: final mood board.
- Supporting information, e.g. notes to support communication of ideas.

Purpose of mood board

- Communicate design ideas in response to a scenario and/or client brief.
- Communicate a theme, e.g. through colour, mood, form.
- Conveying ideas to support selection and testing of materials, textures and colours.
- Art and design outcomes:
  - painting
  - textile design
  - fashion design
  - furniture design
  - costume
  - graphics
  - photography.
- Review: outcomes in response to requirements of the brief.

Transferable skills

- Managing information: sourcing materials, selecting relevant materials to meet the requirements of the brief, organising materials for presentation.
- Communication: presenting materials (mood board), presenting ideas in response to the brief.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce a mood board in response to a brief		
A.P1 Produce a mood board using materials and techniques that meet the basic requirements of the brief.	**A.M1** Produce a mood board, selecting and applying materials and techniques that meet the main requirements of the brief.	**A.D1** Produce an effective and expressive mood board, selecting and applying materials and techniques and demonstrating how they meet the requirements of the brief.
Learning aim B: Manage information and communicate design ideas when producing a mood board in response to a brief		
B.P2 Communicate design ideas using a mood board.	**B.M2** Communicate design ideas clearly, using a mood board that responds to a brief.	**B.D2** Communicate design ideas effectively, using a mood board that responds to a brief showing meaning and purpose.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- present ideas clearly in a sketchbook, with supporting annotations that convey the meaning of the brief and explain the sourcing and selection of materials and how they will be used to meet the requirements of the brief and art and design outcome
- select and present material, developing skills and techniques to effectively communicate design ideas for a mood board with meaning and purpose
- produce a detailed and well-presented mood board, using materials creatively and effectively to communicate design ideas
- demonstrate how the contents of the mood board have met the requirements of the brief and art and design outcome
- communicate their design ideas and use of materials through their final mood board in a clearly presented format. They may present a number of mood boards that demonstrate experimentation and the development of final ideas are supported with materials and techniques. Learners' mood boards will show creative use of materials and techniques that meet all the requirements of the brief and art and design outcome.

For merit standard, learners:

- present ideas in a sketchbook, sourcing and selecting materials that can be used to meet the requirements of the brief and art and design outcomes
- select and present material, developing skills and techniques to communicate design ideas for a mood board
- produce a well-presented mood board, using materials creatively to communicate design ideas that meet the requirements of a brief
- communicate their design ideas through their final mood board in a clearly presented format. They may present a number of mood boards that demonstrate experimentation with materials and techniques. Learners' mood boards will show use of materials and techniques that meet the requirements of the brief and art and design outcome.

For pass standard, learners:

- present ideas in a sketchbook, sourcing materials that can be used to meet the requirements of the brief
- select and present material to communicate design ideas for a mood board
- produce a mood board, using materials to communicate design ideas in response to a brief
- communicate their design ideas through their final mood board, although with limited use of skills and techniques.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are given the definition of a mood board and examples of how it is used in different specialist areas in art and design, for example fashion, graphics and painting. Learners will analyse the examples given, developing an understanding of the following.

- Use of materials.
- Presentation.
- Layout.
- Meaning.
- Purpose.
- Communication of ideas.

Suggested time: about 6 hours.

Activity: Practical exercises – producing a mood board

Learners are introduced to the methods they can use to create their own mood board. Learners are given a number of exercises requiring them to produce mood boards that visually describe the design ideas for a number of art and design outcomes. Tutors can provide materials so learners can focus on developing skills and techniques for producing a mood board. Learners will develop the following skills.

- Planning.
- Selection.
- Layout.
- Presentation.
- Communication.

Learners will present materials on sheets (mood board) that visually describe their design ideas. The exercises can allow for the development of mood boards for outcomes such as interiors/set design/fashion/textiles.

Suggested time: about 6 hours.

Activity: Research, planning and developing ideas

Learners are given a scenario and are required to carry out research and develop ideas for a mood board(s) that visually describes an art and design outcome. Tutors will introduce learners to methods of developing and understanding the requirements of the scenario and how to source materials through a process of research; and plan the process of developing ideas and producing suitable outcomes. Learners will document the process of research in their sketchbook, this will include the following outcomes.

- Materials collected through research and experiments with materials.
- Selection of materials and planning.
- Presentation.
- Annotations to describe materials collected and their purpose, skills and techniques developed, ideas developed, final outcomes.

Learners will produce a mood board(s) and present it to the group. Feedback will support learners in developing their skills and reviewing their progress and development.

Suggested time: about 6 hours.

Activity: Communication of ideas

Learners will develop skills in communicating their ideas.

Using the mood boards produced for the earlier activity, tutors will set a task that requires learners to present their ideas to the group.

Learners will develop skills in communicating their ideas and receive feedback that will support their development.

Leaners can review their performance based on the feedback and use this information to set targets for development.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are required to produce a number of mood boards that visually describe your ideas for either the costumes or staging for a production of Philip Pullman's *Northern Lights.*

You are required to read the first page of the text and select one of the following to base your mood board on:

- furniture
- textiles
- costume.

You will need to carry out research that will support the development of your ideas and sourcing of materials for your mood board(s), this will be inspired by the contents of the text and any associations you may make, for example surrealism.

You should present all your research and development in your sketchbook and produce mood board(s) that clearly describe key features such as:

- what your design ideas are
- what you are proposing, e.g. furniture, costume
- materials
- colours
- shapes
- textures
- forms
- functions.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You are required to produce a mood board that will describe your design ideas for an art and design painting based on the theme of time.

You will need to carry out research into the theme, collecting materials that will best describe the outcome you wish to achieve.

Supporting material must be presented in your sketchbook and the mood board must demonstrate your final design ideas for the painting clearly.

Unit AD11:   Creating an Artefact Using Clay

Level: **1**
Unit type: **Sector (Art and Design)**
Guided learning hours: **40**

Unit in brief

Learners will develop skills in working with clay to create different types of artefact. They will learn how to prepare, work with and decorate the clay artefacts they produce.

Unit introduction

Everyone needs cups, vases, artefacts and bowls. Some of them can be decorative as well as useful. All of these artefacts begin as a ball of clay. In order to become a vase or cup, the clay needs to be worked, shaped and decorated.

In this unit, you will explore different ways of working with clay, using basic hand-building and throwing techniques to create an artefact of your choice. You will use different ways of hand building and you may have to solve problems, which will mean you need to manage yourself and your time well. You will also experiment with different methods of decoration and finish.

This unit will help you develop skills to progress to qualifications in different sectors, as well as to progress to other qualifications in art and design. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Produce an artefact using clay

B Manage self and solve problems when creating a clay artefact.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Produce an artefact using clay	• Preparing clay, building by hand and throwing • Tools and equipment • Produce and decorate clay artefacts	• Final clay artefact. • Log of progress and problem-solving solutions.
B Manage self and solve problems when creating a clay artefact		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Preparation of clay and making • Design • Decoration and finish • Time management	• Working with clay • Use of clay-making tools and equipment • Basic hand-building techniques • Use of technical words	• Problem solving • Self-management and development

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information in a logical sequence.
Mathematics	• Understand and use whole numbers. • Understand fractions and percentages. • Solve problems requiring calculations.

Unit content

Knowledge and sector skills

Preparing clay, building by hand and throwing

- Exploring characteristics of clay: air dried, red earthenware, stoneware, colour, texture, strength.
- Learning how to prepare clay, e.g. kneading, wedging, rolling.
- Exploring hand-building techniques in clay, e.g. pinching, coiling, slabbing, joining and coiling.
- Awareness of good working practices, health and safety, care of tools and equipment.
- Researching and planning: primary and secondary sources, websites, books, journals, practicing artists, exhibitions and museums.
- Consideration and record of clay techniques to be used such as pinch, coil, slab or potter's wheel.

Tools and equipment

- Exploring materials: cutting wires, clay knives, brushes, scrapers, texturing tools, sponges, turning tools, rolling pins.
- Exploring equipment, e.g. wheels, kiln, kiln furniture, casting molds.
- Using equipment such as a potter's wheel.

Produce and decorate clay artefacts

- Storage: maintaining workability of clay over time, maintaining dampness.
- Learning about drying stages, e.g. biscuit firing, firing procedures, glaze firing, air drying
- Surface glazing: pouring, sponging, painting, dipping, coloured slips, oxides, glazes, transparent, opaque, paint.
- Using formal elements of colour, line, texture, shape, form.
- Consideration of decoration of clay artefact such as mark making, paint or glaze.
- Reviewing clay-making work produced, self-review, peer review, tutor feedback.

Transferable skills

- Problem solving: appropriate hand-building and throwing techniques for chosen designs, selecting the most appropriate tools and equipment, responding to time issues and drying, solving issues such as breakages and damage, recording and logging issues and solutions.
- Self-management and development: taking and making decisions about clay work, choosing options to solve problems, designing a clay artefact.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Produce an artefact using clay		
A.P1 Produce a basic clay artefact, demonstrating use of clay-working skills.	**A.M1** Produce a decorative clay artefact, demonstrating competent use of clay-working skills.	**A.D1** Produce an effective and decorative clay artefact, demonstrating successful use of clay-working skills.
Learning aim B: Manage self and solve problems when creating a clay artefact		
B.P2 Make simple decisions to solve straightforward problems when making a clay artefact.	**B.M2** Make suitable decisions to solve difficult problems when making a clay artefact.	**B.D2** Make correct decisions to solve complex problems when making a clay artefact.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- produce an effective artefact using clay, showing planning and design skills in a log and considering an attractive finish
- solve clay work-related problems, showing development and solutions throughout the process such as rectifying mistakes and creating artefacts that are fit for purpose (they meet the original intention)
- produce a clay artefact in the given time frame, meeting the demands of the clay work process (drying times/firing times).

Effective means that the final produced artefact will be fit for purpose, meeting the original intentions of learners as shown in their logs. The artefact will be free from errors and mistakes or will have them rectified correctly.

For merit standard, learners:

- produce a suitable artefact using clay, showing some exploration and consideration of form, design and finish, and documenting this in a log
- solve clay work-related problems, showing workable solutions throughout the process that may not meet the initial design or purpose wholly, but resembles the original intention
- produce a clay artefact in the given time frame, showing the original intention, although this may not be fully realised.

Suitable means that the final produced artefact can be matched to learners' original aims but is not necessarily wholly realised or differs slightly. Their log records their progress and the planning and making of this realisation. The artefact will have minor errors and mistakes but attempts will have been made to rectify them and solutions recorded.

Workable means that the solutions provided may not be wholly accurate but are appropriate and can be used to rectify problems. Larger problems may not be fully solved, although learners have recognised them, they may not know how to resolve them. For example, the artefact may have a hole that has then been patched over using another piece of clay. This is a workable solution but may not be as attractive as a one piece design.

For pass standard, learners:

- produce a basic artefact using clay in a simple form with limited decoration and finish
- solve simple clay work-related problems, showing limited development. Solutions may not be appropriate for more challenging problems or attempted and not specifically referred to in the log
- produce a clay artefact in the given time frame, which has been finished simply.

Basic means that the final artefact will have limited design and planning/finish and decoration. Problems when working with the clay may be evident and not fully overcome with appropriate solutions. The log will demonstrate basic evidence of progress.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit

Learners are introduced to clay, getting used to the feel of it, how to work with it and what it will and won't do. Learners will try out some clay techniques, like producing a pinch artefact or coil artefact.

Safe working practices and the tools and equipment for working with clay should also be introduced.

Suggested time: about 3 hours.

Activity: Quiz and artefacts

Learners take part in a quiz activity regarding the correct technical terms when working with clay.

Learners could develop their clay-making skills and make a hollow shape or coil artefact.

Suggested time: about 3 hours.

Activity: Practical tasks – making a slab artefact

Learners are introduced to the technique of creating a slab artefact – how to roll the clay out, even the thickness and let it lightly air dry. Learners cut the shapes to make an artefact and score the edges so that there is a bonding surface.

Learners will be shown how to make a slip to help glue the sides together.

Suggested time: about 4 hours.

Activity: Practical tasks – designing a clay artefact

Learners will design a clay artefact; communicating which hand-building method they might use to produce the artefact and recording decisions and designs in a log. They will specify how they would decorate their clay artefact. Learners will select clay, glaze and decorative techniques. They will record and discuss this with their peers.

Suggested time: about 3 hours.

Activity: Practical demonstration – potter's wheel

Learners could be shown how a potter's wheel works, how artefacts are thrown and how the clay is manipulated and constructed. Learners should be aware of the health and safety issues when using a potter's wheel.

Learners could, if appropriate, throw their own artefacts.

Suggested time: about 4 hours.

Activity: Time management skills – working under pressure

Learners could be set a timed activity to prepare and decorate an artefact.

Learners could take notes and complete a planned diary and checklist with set dates and tasks to complete in the given deadline.

Suggested time: about 4 hours.

Activity: Practical tasks – working with and experimenting with clay

Learners work with and practise preferred basic hand-building techniques to produce an artefact, demonstrating clay-making skills. Health and safety should be reiterated when learners use the practical environment and equipment.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to take part in a local competition to make a vase. The competition has a theme that is centred on nature. The vase needs to reflect the theme and you will need to decide on its shape, choice of colours and glazes, as well as any other interesting designs you could add to it.

You will need to record your designs and processes as you go through each stage of making the vase in a process log. Where you come across problems, explain how you will or have overcome them. You will also have to make your final piece ready for the competition.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

It is a family member's birthday and you have been asked to make them a decorative cup to celebrate the special event. They like playing water sports and you should base your design around the theme of water.

Unit AD12:   Creating Prints

Level: **1**
Unit type: **Sector (Art and Design)**
Guided learning hours: **40**

Unit in brief

Learners will be introduced to skills for printmaking. They will explore printmaking materials and objects, using tools and equipment to explore printmaking skills.

Unit introduction

Have you ever wondered how the prints on your clothes were created? Think about wallpaper – how was the print produced? Printmaking is a skill that is used to create single or repeated patterns. Designs can be printed on paper, fabric, plastics and glass and can be made by using different objects dipped in paint or ink.

In this unit, you will produce your own prints by using different materials such as blocks, wheels and lino. You will choose what type of print you want to make and what materials you want to use in order to produce it. You will learn how to use tools and equipment safely, such as inks and blades, shaping your materials for printmaking.

This unit will help you develop skills to progress to qualifications in different sectors, as well as to progress to other qualifications in art and design. The transferable and sector skills you develop in this unit can enable you to progress to further learning. They will also support you in completing the core skills units in Group A of the qualification.

Learning aims

In this unit you will:

A Explore and refine ideas for patterns and produce a design for a print

B Produce a piece of printed artwork.

Unit summary

Learning aim	Key teaching areas	Summary of suggested assessment evidence
A Explore and refine ideas for patterns and produce a design for a print	• Printmaking materials, tools and equipment • Planning and designing prints • Producing prints	• Final print work. • Annotated previous prints showing planning, reflection and areas for improvement.
B Produce a piece of printed artwork		

Key teaching areas include:

Sector skills	Knowledge	Transferable skills
• Using different methods for making prints • Design and planning • Creating prints for artwork	• Working with printing equipment • Using objects to make prints • Planning a print design • Singular and repeated pattern making • Fabric printing	• Review and improve own performance • Planning

There are opportunities to develop functional skills in this unit:

Functional skills	
English	• Present information in a logical sequence.
Mathematics	• Construction of geometrical diagrams, models and shapes.

Unit content

Knowledge and sector skills

Printmaking materials, tools and equipment

- Materials: printing inks, paint, string, hessian, scrim, glue, card, paper, tracing paper, fabric, found textures.
- Tools and equipment: rollers, presses, blocks, screens, printing beds, drying racks, cutting tools, brushes and mark making implements.
- Awareness of good working practices, health and safety, care of tools and equipment.

Planning and designing prints

- Block printing such as hands, potatoes, leaves, feathers.
- Stencils.
- Mark-making printing such as monoprinting.
- String print, glue prints, mixed media.
- Dry point, linocut, easy-carve.
- Exploring artists' work using given themes, exploring primary and secondary research.
- Demonstrating good working practices, health and safety, care of tools and equipment.

Producing prints

- Using formal elements, including line, tone, colour, shape, pattern, texture, in a set or given theme.
- Producing printmaking ideas, designs and sketches.
- Exploring printing techniques using different printing methods and materials.
- Developing work in different scales, on a range of papers, plastics or fabrics using repeated patterns.
- Presenting work in sketchbooks, folders or produced portfolios to showcase printed samples.
- Annotating and labelling work produced.

Transferable skills

- Review and improve own performance: refine ideas and designs for printmaking work, self-review identifying errors and areas for improvement, using peer review and tutor feedback.
- Planning: designs, selecting printing method to use.

Assessment criteria

Pass	Merit	Distinction
Learning aim A: Explore and refine ideas for patterns and produce a design for a print		
A.P1 Develop ideas for patterns and produce a simple design for a print.	**A.M1** Develop and refine ideas for patterns and produce a clear design for a print.	**A.D1** Develop, experiment with and refine ideas for patterns and produce a complex design for a print.
Learning aim B: Produce a piece of printed artwork		
B.P2 Select printmaking materials and produce a simple piece of printed artwork.	**B.M2** Select suitable printmaking materials and produce a competent piece of printed artwork.	**B.D2** Select relevant printmaking materials and produce an effective piece of printed artwork.

Essential information for tutors

Essential information for assessment decisions

For distinction standard, learners:

- select printmaking materials that create effective and creative artwork
- produce an effective and creative piece of printed art
- demonstrate an attractive finish
- demonstrate significant improvements from starting pieces to finished, printed artwork.

Effective means that learners will produce a piece of printed art that demonstrates their use of printmaking skills and neat, clear final work. Their choice of printmaking materials will be explored, practised and improved throughout the assessment process and will be clear in annotated notes on works produced.

Creative means that the use of print will be inventive but will work well in terms of design, reflection and improvement. Learners will value colour and pattern as a part of being creative.

For merit standard, learners:

- select printmaking materials that create appropriate and considered artwork
- produce an appropriate and considered piece of printed art
- demonstrate a finish that has minor errors and/or blemishes
- demonstrate some good levels of improvement from starting pieces to finished, printed artwork.

Appropriate means that learners will produce a piece of printed art that demonstrates their use of printmaking in a presentable final work, with only minor errors and blemishes being recognisable. Their choice of printmaking materials will be considered from a few choices and decided on to meet the theme/design of their piece. Planning will be evident in the initial stages with some detailed reflection and notes on improvement.

Considered means that the use of print will be thorough with some evidence of planning to support the chosen design. Annotations on work may be detailed in some areas but missing minor justification in others.

For pass standard, learners:

- select printmaking materials that can be used in a simple and straightforward design
- produce a simple piece of printed artwork that may have errors and blemishes
- demonstrate a finish that has many errors and/or blemishes
- demonstrate minor improvements from starting pieces to finished work, with limited annotations in terms of reviewing and reflecting on the work and making improvements from the original plan and experimentation.

Simple means that learners will produce a basic plan and final piece of work that does not demonstrate significant improvements. Planning will be evident in terms of simple details and reflection/review for improvement will not be wholly evident.

Delivery guidance

It is recommended that practical activities are used in the delivery of this unit to help learners develop both the core and sector skills. The following are suggestions for activities and workshops that tutors can use in preparation for the final assessment and are not intended as a definitive guide to cover the full GLH of the unit.

Introduction to unit
Learners will be introduced to printmaking and discuss how print can be used in everyday objects such as designs for clothes, bags, notebooks or wallpaper. Learners will explore a range of techniques, such as block and relief printing, using a selection of tools and equipment. Safe working practice will be introduced.
Suggested time: about 6 hours.

Activity: Researching
Learners will be introduced to a selection of artists or a given theme to explore the topics while developing ideas and skills for printmaking. Learners will discuss the methods and materials other artists have used. Learners could carry out a practical task of looking for printmaking in everyday objects or patterns occurring in nature and man-made objects.
Suggested time: about 3 hours.

Activity: Practical demonstration
Learners could be shown a printmaking skill using appropriate tools and equipment such as found objects and monoprinting. Learners will be shown how much ink/paint to use when printing and discuss repeat patterns using found objects with tutors and peers. Learners will be aware of health and safety using tools and equipment.
Suggested time: about 4 hours.

Activity: Practical tasks
Learners will work with stencil printing to produce artwork using appropriate tools and equipment. Learners will be shown how to use a knife carefully when cutting a paper stencil and compare the difference in design between positive and negative printing. Pre-cut stencils may also be used and discussed. Health and safety should be reiterated when using cutting tools.
Suggested time: about 6 hours.

Activity: Planning
Learners will take part in a planning activity, sketching out ideas for printing, visualising and annotating drawings in order to develop ideas for printing. Learners could discuss their preferred choice of materials and equipment, presenting a plan to take further. Learners could discuss how their previous research of artists' activities has influenced/inspired their own work.
Suggested time: about 4 hours.

Activity: Reviewing
Learners will review and reflect on the processes they used when working with their chosen printmaking skill. Learners could take part in a peer review activity, providing constructive feedback to others on work produced. Learners could use technical terms when discussing methods, tools and equipment.
Suggested time: about 4 hours.

Activity: Practical tasks

Learners will work with their preferred printing method to produce printed artwork demonstrating their skills. Learners could develop their work on a variety of different materials and show how their design could be seen on an everyday object. Health and safety should be reiterated when learners use the practical environment and equipment.

Suggested time: about 6 hours.

Suggested assessment activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

A local firm has asked you to make them a banner for the local Equality and Diversity festival. The firm sells holidays to Africa and Asia and would like you to design the background to the banner.

Plan your design for the banner using a range of ideas and select relevant printing techniques, materials and skills to produce a final example on fabric or paper. You should keep a record of your progress, plans and designs in a portfolio.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Another local firm has asked you to make them a banner for the local Equality and Diversity festival. The firm sells clothing that is aimed at raising awareness for the Teenage Cancer Trust and would like you to design the background to the banner.

Plan out your design for the banner using a range of ideas and select relevant printing techniques, materials and skills to produce a final example on fabric or paper. You should keep a record of your progress, plans and designs in a portfolio.

4 Planning your programme

How do I choose the right BTEC Introductory qualification for my learners?

BTEC Introductory qualifications come in three sizes, the Award, the Certificate and the Diploma, each with a specific purpose. You will need to assess learners carefully to ensure that they start on the right size of qualification to fit into their study programme. Some learners might start on the Award size, progress to the Certificate size and then on to the larger Diploma. They may then progress to a BTEC Level 2 qualification. Learners who have a clear idea of the sector they would like to study, could start on the Diploma qualification. All three sizes allow for learners to take complementary qualifications such as maths and English alongside their BTEC Introductory qualification.

It is not advised that learners take two Award or Certificate qualifications from different sectors. If learners want to study across two or more sectors, then you should consider offering a Pearson BTEC Level 1 Introductory Vocational Studies Certificate or Diploma. The Vocational Studies qualifications give learners a flavour of a number of different vocational sectors. When learners are recruited, you need to give them accurate information on the title and focus of the qualification for which they are studying.

Is there a learner entry requirement?

There are no formal entry requirements but all learners recruited should be able to access a Level 1 programme. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level.

Learners are most likely to succeed if they:

- have the personal motivation to succeed at this level and to progress to further study and, ultimately, to employment
- are willing to improve their maths and English skills.

What is involved in becoming an approved centre?

All centres must be approved before they can offer these qualifications, this is so that they are ready to assess learners and so that we can provide the support that it is needed.
Further information is given in *Section 7*.

What level of sector knowledge is needed to teach these qualifications?

We do not set any requirements for tutors but recommend that centres assess the overall skills and knowledge of the teaching team to ensure that they are relevant and up to date. This will give learners a rich programme to prepare them for progression.

What resources are required to deliver these qualifications?

As part of your centre approval you will need to show that the necessary material resources and work spaces are available to deliver the qualifications. For some units, specific resources are required.

Which modes of delivery can be used for these qualifications?

You are free to deliver BTEC Introductory units using any form of delivery that meets the needs of your learners. We recommend making use of a wide variety of modes, including some direct instruction in classrooms or vocational environments, practical work, group- and peer work, private study and e-learning.

Support

It is important that you give learners opportunities for learning that are active, engaging and directly relevant to their study. To support you in this, each unit has delivery guidance and suggestions for the summative assessment activity.

What support is available?

We will provide a generic delivery guide which will give suggestions for how to deliver the core units and the transferable skills across the suite. This will be available to download on our website.

To support you in planning your assessments you will be allocated a Standards Verifier early on in the planning stage. See *Section 5* for further details.

5 Assessment

Introduction

All units in this specification are internally assessed and externally verified.

In administering assessments, you, as the centre, need to be aware of the specific procedures and policies that apply, for example for registration, entries and results. Information with signposting to relevant documents is given in *Section 7*.

This section gives an overview of the key features of internal assessment and how you, as an approved centre, can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook*. All members of your assessment team need to refer to this document.

For BTEC Introductory qualifications it is important that you can meet the needs of learners by providing a programme that is practical and which will develop transferable and sector skills in a vocational context. Centres can tailor programmes to meet local needs and use links with local organisations and the wider vocational sector.

We have addressed the need to ensure that the time allocated to final assessment of internal units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners.

Principles of internal assessment

Our approach to internal assessment for these qualifications will be broadly familiar to experienced centres. It offers flexibility in how and when you assess learners, provided that you meet assessment and quality assurance requirements. You will need to take account of the requirements of the unit format, explained in *Section 3*, and the requirements for delivering assessment. In developing an overall plan for delivery and assessment for the programme you will need to consider the order in which you deliver units, whether delivery is over short or long periods and when assessment can take place.

Assessment through assignments

For internally-assessed units, the format of assessment is an assignment taken after the content of the unit or part of the unit, has been delivered. An assignment may take a variety of forms, including practical and written types and can be split into tasks. An assignment is a distinct activity completed independently by learners that is separate from teaching, practice, exploration and other activities that learners complete with direction from, and formative assessment by, tutors.

An assessment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that the learner needs to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria.

Assessment decisions through applying unit-based criteria

Assessment decisions for BTEC Introductory qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, and sector- and transferable skills appropriate to the purpose of qualification.

The assessment criteria for a unit are hierarchical and holistic. For example, if a Merit criterion requires the learner to 'describe' and the related P criterion requires the learner to 'outline', then to satisfy the M criterion a learner will need to cover both 'outline' and 'describe'. The unit assessment grid shows the relationships of the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. In *Appendix 2* we have set out a definition of terms that assessors need to understand.

Assessors must show how they have reached their decisions using the criteria in the assessment records. When a learner has completed all the assessment for a unit then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 1 of the national framework.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as having an Unclassified grade. See *Section 8* for further information on grading.

The assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes in your centre, each with different interrelated responsibilities, the roles are listed below. Full information is given in the *Pearson Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) for the BTEC Introductory suite has overall responsibility for the programme across all sectors delivered in their centre. The Lead IV ensures the record keeping, assessment and internal verification meet our requirements and liaise with our Standards Verifier. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, supports the rest of the assessment team, makes sure that they have the information they need about our assessment requirements and organises training, making use of our guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activity in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet our requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners to national standards. Before taking any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with our requirements.

Effective organisation

Internal assessment needs to be well organised so that the progress of learners can be tracked and so that we can monitor that assessment is being carried out in line with national standards. It is particularly important that you manage the overall assignment programme and deadlines to make sure that learners are able to complete assignments on time.

Learner preparation

To ensure that you provide effective assessment for your learners, you need to make sure that they understand their responsibilities for assessment and the centre's arrangements.

From induction onwards, you will want to ensure that learners are motivated to work consistently and independently to achieve the requirements of the qualifications. Learners need to understand how assignments are used, the importance of meeting assignment deadlines, and that all the work submitted for assessment must be their own.

You will need to give learners a guide that explains how assignments are used for assessment, how assignments relate to the teaching programme, and how they should use and reference source materials, including what would constitute plagiarism. The guide should also set out your approach to operating assessment, such as how learners must submit work and request extensions.

Setting effective assignments

Setting assignments

In setting your assignments, you need to work with the guidance given in the *Essential information for tutors* section of a unit. This section gives you information on assessment decisions, with suggested scenarios for assessments. In designing your own assignment briefs you should bear in mind the following points.

- We recommend that you create a single assignment for the whole unit that incorporates skills and related content. This assignment may be broken into tasks.
- A learning aim must always be assessed as a whole and must not be split into two or more tasks.
- The assignment must be targeted to the learning aims but the learning aims and their associated criteria are not tasks in themselves. Criteria are expressed in terms of the outcome shown in the evidence.
- Assignments must be structured to allow learners to demonstrate the full range of achievement at all grade levels. Learners need to be treated fairly by being given the opportunity to achieve a higher grade if they have the ability.
- As assignments provide a final assessment, they will draw on the specified range of teaching content for the learning aims. The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments. For example, if a learner is carrying out one practical performance, or a visit to an organisation, then they will address all the relevant range of content that applies in that instance.

Providing an assignment brief

A good assignment brief is one that, through providing challenging and realistic tasks, motivates learners to provide appropriate evidence of their ability.

An assignment brief should have:

- a vocational scenario or context, this could be a simple situation or a full, detailed set of vocational requirements that motivates the learner to apply their learning through the assignment
- clear instructions to the learner about what they are required to do, normally that could be set out through a series of tasks
- an audience or purpose for which the evidence is being provided.

Forms of evidence

BTEC Introductory units allow for a variety of forms of evidence to be used, provided that they are suited to the type of learning aim and the learner being assessed. For most units, the practical demonstration of skills is necessary. The units give you information to suggest what would be suitable forms of evidence and to give learners the opportunity to apply a range of transferable and sector skills. Centres may choose to use different suitable forms for evidence to those proposed. Overall, learners should be assessed using varied forms of evidence.

Full definitions of types of assessment are given in *Appendix 2* but some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- recordings of role play, interviews and other activity
- work logbooks, reflective journals.

The form(s) of evidence selected must:

- allow the learner to provide all the evidence required for the learning aim(s) and the associated assessment criteria at all grade levels
- allow the learner to produce evidence that is their own independent work
- allow a verifier to independently reassess the learner to check the assessor's decisions.

For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

Centres need to take particular care in ensuring that learners produce independent work.

Making valid assessment decisions

Authenticity of learner work

Once an assessment has begun, learners must not be given feedback on progress towards fulfilling the targeted criteria.

An assessor must assess only learner work that is authentic, i.e. learners' own independent work. Learners must authenticate the evidence that they provide for assessment through signing a declaration stating that it is their own work.

Assessors must ensure that evidence is authentic to a learner through setting valid assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

Assessors must complete a declaration that:

- the evidence submitted for this assignment is the learner's own
- the learner has clearly referenced any sources used in the work
- they understand that false declaration is a form of malpractice.

Centres can use Pearson templates or their own templates to document authentication.

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 6*.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive.

Assessors should use the following information and support in reaching assessment decisions:

- the explanation of key terms in *Appendix 1*
- your Lead IV and assessment team's collective experience, supported by the standardisation materials we provide.

Pass, Merit and Distinction criteria all relate to individual learning aims.

Dealing with late completion of assignments

Learners must have a clear understanding of the centre policy on completing assignments by the deadlines that you give them. Learners may be given authorised extensions for legitimate reasons, such as illness at the time of submission, in line with your centre policies.

For assessment to be fair, it is important that learners are all assessed in the same way and that some learners are not advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by your planned deadline or the authorised extension deadline may not have the opportunity to subsequently resubmit.

Issuing assessment decisions and feedback

Once the assessment team has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met
- may show why attainment against criteria has not been demonstrated
- must not provide feedback on how to improve evidence.

Resubmission of improved evidence

An assignment provides the final assessment for the relevant learning aims and is normally a final assessment decision, except where the Lead IV approves one opportunity to resubmit improved evidence based on the completed assignment brief.

The Lead IV has the responsibility to make sure that resubmission is operated fairly. This means:

- checking that a learner can be reasonably expected to perform better through a second submission, having met the initial deadline. For example, that the learner has not performed as expected
- making sure that giving a further opportunity can be done in such a way that it does not give an unfair advantage over other learners, for example through the opportunity to take account of feedback given to other learners
- checking that the assessor considers that the learner will be able to provide improved evidence without further guidance and that the original evidence submitted remains valid.

Once an assessment decision has been given to the learner, the resubmission opportunity must have a deadline within 15 working days in the same academic year.

A resubmission opportunity must not be provided where learners:

- have not completed the assignment by the deadline without the centre's agreement or have submitted work that is not authentic.

A learner who has not achieved the level of performance required to pass the relevant learning aims after resubmission of an assignment may be offered a single retake opportunity using a new assignment. The retake may only be achieved at a pass.

The Lead Internal Verifier must only authorise a retake of an assignment in exceptional circumstances where they believe it is necessary, appropriate and fair to do so. For further information on offering a retake opportunity you should refer to the *BTEC Centre Guide to Assessment*. We provide information on writing assignments for retakes on our website (www.btec.co.uk/keydocuments).

Planning and record keeping

For internal processes to be effective, an assessment team needs to be well organised and keep effective records. The centre will work closely with us so that we can quality assure that national standards are being satisfied.

The Lead IV should have an assessment plan, produced as a spreadsheet. When producing their plan the assessment team may wish to consider:

- the time available to undertake teaching and carry out assessment, taking account of when learners may complete external assessments and when quality assurance will take place
- the completion dates for different assignments
- who is acting as IV for each assignment and the date by which the assignment needs to be verified
- setting an approach to sampling assessor decisions though internal verification that covers all assignments, assessors and a range of learners
- how resubmission dates can be scheduled.

The Lead IV will also maintain records of assessment undertaken. The key records are:

- verification of assignment briefs
- learner authentication declarations
- assessor decisions on assignments, with feedback given to learners
- verification of assessment decisions.

Examples of records and further information are given in the *Pearson Quality Assurance Handbook.*

6 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal assessment. Refer to our *Information Manual* (available on our website) for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a qualification from a different sector, then you must transfer the learner appropriately.

Access to assessment

All assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to chosen progression opportunities.

Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for internal assessment

Records

You are required to retain records of assessment for each learner. Records should include assessments taken, decisions reached and any adjustments or appeals. Further information can be found in our *Information Manual.* We may ask to audit your records so they must be retained as specified.

Reasonable adjustments to assessment

A reasonable adjustment is one that is made before a learner takes an assessment to ensure that they have fair access to demonstrate the requirements of the assessments. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases this can be achieved through a defined time extension or by adjusting the format of evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally assessed units.*

Special consideration

Special consideration is given after an assessment has taken place for learners who have been affected by adverse circumstances, such as illness. You must operate special consideration in line with our policy (see previous paragraph). You can provide special consideration related to the period of time given for evidence to be provided or for the format of the assessment if it is equally valid. You may not substitute alternative forms of evidence to that required in a unit, or omit the application of any assessment criteria to judge attainment. Pearson can consider applications for special consideration in line with the policy.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in our policy *Enquiries and Appeals about Pearson Vocational Qualifications*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications, and/or that may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the qualification. For further details regarding malpractice and advice on preventing malpractice by learners please see *Centre Guidance: Dealing with Malpractice*, available on our website.

Note that the procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed. There is no external assessment in this qualification.

Internally-assessed units

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe that a centre is failing to conduct internal assessment according to our policies. The above document gives further information, examples and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Tutor/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a JCQ M2(a) form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of Centres/Principals/Chief Executive Officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights; see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results and/or certificates while an investigation is in progress. Depending on the outcome of the investigation results and/or certificates may be released or withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven we may impose sanctions or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

• disqualification from the qualification

• being barred from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

• working with you to create an improvement action plan

• requiring staff members to receive further training

• placing temporary blocks on your certificates

• placing temporary blocks on registration of learners

• debarring staff members or the centre from delivering Pearson qualifications

• suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from Heads of Centres (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in our *Enquiries and Appeals* policy, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team by email via pqsmalpractice@pearson.com who will inform you of the next steps.

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures please refer to our *Information Manual*. You can use the information provided on qualification grading to check overall qualification grades.

Results issue

Learner results will then be issued to centres. The result will be in the form of a grade. You should be prepared to discuss performance with learners, making use of the information we provide and post-results services.

Post-assessment services

It is possible to transfer or reopen registration in some circumstances. The *Information Manual* gives further information.

Additional documents to support centre administration

As an approved centre you must ensure that all staff delivering, assessing and administering the qualifications have access to this documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *Lead Verifier Reports*: these are produced annually and give feedback on the overall performance of learners.
- *Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations, entering for external assessments and claiming certificates.
- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - o adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - o age of learners
  - o centre guidance for dealing with malpractice
  - o recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

7 Quality assurance and centre approval

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the assessment process must have relevant expertise and/or occupational experience.
- There must be systems in place to ensure continuing professional development for staff delivering the qualification.
- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.
- Centres must deliver the qualification in accordance with current equality legislation.
- Centres should refer to the teacher guidance section in individual units to check for any specific resources required.

Continuing quality assurance and standards verification

We produce the *Pearson Quality Assurance Handbook* on an annual basis. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering
- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; it must abide by these conditions throughout the period of delivery
- Pearson makes available to approved centres a range of materials and opportunities, through online standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres must use the materials and services to ensure that all staff delivering BTEC qualifications keep up to date with the guidance on assessment
- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this for BTEC Introductory qualifications include:

- making sure that all centres complete appropriate declarations at the time of approval
- undertaking approval visits to centres
- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation
- an overarching review and assessment of a centre's strategy for delivering and quality-assuring its BTEC programmes.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for any BTEC Introductory programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

8 Understanding the qualification grade

This section explains the rules that we apply in providing an overall qualification grade for each learner. It shows how all the qualifications in this sector are graded.

The final grade awarded for a qualification represents a holistic performance across all of the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units will be balanced by a lower outcome in others.

In the event that a learner achieves more than the required number units, the core units along with the sector units with the highest grades will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title.

Awarding and reporting for the qualification

The awarding and certification of these qualifications will comply with Ofqual requirements.

Eligibility for an award

To achieve any qualification grade, learners must:

- complete and report an outcome for all units within a valid combination
  (NB: Unclassified (U) is a permitted unit outcome), and
- achieve the minimum number of points at a grade threshold, and
- achieve sufficient Guided Learning Hours at Pass or above, see table below.

Qualification	Required Guided Learning Hours at Pass or above
Award	70
Certificate	140
Diploma	280

It is the responsibility of a centre to ensure that a correct unit combination is adhered to. Learners who do not achieve sufficient points for a Certificate or a Diploma may be eligible to achieve a smaller sized qualification in the same suite provided they have completed the correct combination of units, met the appropriate qualification grade points threshold and have met the requirement for guided learning a Pass or above.

Calculation of the qualification grade

The qualification grade is an aggregation of a learner's unit level performance. The BTEC Introductory suite comprises Level 1 qualifications which are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
Award	P to D
Certificate	P to D
Diploma	PP to DD

The *Calculation of Qualification Grade* table, shown further on in this section, indicates the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. In the event of any change, centres will be informed before the start of teaching for the relevant cohort and an updated table will be issued on our website.

Pearson will monitor the qualification standard and reserves the right to make appropriate adjustments.

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units. Our *Information Manual* gives full information of this process.

Points available for internal units

The table below shows the number of **points** available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size	
	30 GLH	**40 GLH**
U	0	0
Pass	6	8
Merit	12	16
Distinction	18	24

Claiming the qualification grade

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal unit grades are submitted and the qualification claim is made. Learners will be awarded qualification grades for achieving the sufficient number of points within the ranges shown in the relevant *Calculation of Qualification Grade* table for the cohort

Calculation of qualification grade

Applicable for registration from 1 September 2019.

Award		Certificate		Diploma	
70 GLH		**180 GLH**		**360 GLH**	
Grade	**Points threshold**	**Grade**	**Points threshold**	**Grade**	**Points threshold**
U	0	U	0	U	0
P	14	P	36	PP	72
				MP	96
M	22	M	60	MM	120
				DM	158
D	36	D	96	DD	196

The table is subject to review over the lifetime of the qualification. The most up-to-date version will be issued on our website.

Examples of grade calculations based on table applicable to registrations from September 2019

Example 1: Achievement of an Award with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 7	40	Distinction	24
Totals	**70**	**D**	**36**

The learner has sufficient points for a D grade

Example 2: Achievement of an Award with a P grade

	GL	Grade	Unit points
Unit 1	30	Pass	6
Unit 7	40	Pass	8
Totals	**70**	**P**	**14**

The learner has met the minimum requirement for 70 GL at Pass or above

The learner has sufficient points for a P grade

Example 3: An Award graded unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 7	40	Distinction	24
Totals	**70**	**P**	**24**

The learner has a U in Unit 1

The learner has sufficient points for a M but has not met the minimum requirement for 70 GL

Example 4: Achievement of a Certificate with a D grade

	GL	Grade	Unit points
Unit 1	30	Distinction	18
Unit 2	30	Pass	6
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Totals	**180**	**D**	**96**

The learner has sufficient points for a D grade

Example 5: Achievement of a Certificate with a P grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 5	40	Pass	8
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Totals	**180**	**P**	**36**

The learner has met the minimum requirement for 140 GL at Pass or above

The learner has sufficient points for a P grade

Example 6: A Certificate graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 5	40	Distinction	16
Unit 6	40	U	0
Unit 7	40	Pass	8
Totals	**180**	**U**	**42**

The learner has a U in Units 1 and 6

The learner has sufficient points for M but has not met the minimum requirement for 140 GL at Pass or above

Example 7: A Diploma graded Unclassified

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Distinction	18
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	Pass	8
Unit 6	40	U	0
Unit 7	40	U	0
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Distinction	24
Totals	**360**	**U**	**110**

The learner has not met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for MP but has not met the minimum requirement for 280 GL at Pass or above

Example 8: Achievement of a Diploma with a DD grade

	GL	Grade	Unit points
Unit 1	30	Merit	12
Unit 2	30	Merit	12
Unit 3	30	Distinction	18
Unit 4	30	Distinction	18
Unit 5	40	Distinction	24
Unit 6	40	Distinction	24
Unit 7	40	Distinction	24
Unit 8	40	Distinction	24
Unit 9	40	Distinction	24
Unit 10	40	Merit	16
Totals	**360**	**DD**	**196**

The learner has sufficient points for a DD grade

Example 9: Achievement of a Diploma with a PP grade

	GL	Grade	Unit points
Unit 1	30	U	0
Unit 2	30	Merit	12
Unit 3	30	Pass	6
Unit 4	30	Pass	6
Unit 5	40	U	0
Unit 6	40	Pass	8
Unit 7	40	Pass	8
Unit 8	40	Pass	8
Unit 9	40	Merit	16
Unit 10	40	Pass	8
Totals	**360**	**PP**	**72**

The learner has met the minimum requirement for 280 GL at Pass or above

The learner has sufficient points for a PP grade

9 Resources and support

Our aim is to give you support to enable you to deliver BTEC Introductory qualifications with confidence. You will find resources to support teaching and learning, and professional development on our website.

Support for setting up your course and preparing to teach

Delivery Guide

The free guide gives you important advice on how to choose the right course for your learners and how to ensure you are fully prepared to deliver the course. It explains the key features of BTEC Introductory qualifications (for example how to deliver and assess transferable and sector skills). It covers guidance on assessment and quality assurance and includes teaching tips and ideas, assessment preparation and suggestions for further resources.

Support for teaching and learning

Pearson Learning Services provides a range of engaging resources to support BTEC qualifications, including:

- textbooks in e-book and print formats
- teaching and assessment packs, including e-learning materials via the Active Learn Digital Service.

Teaching and learning resources are also available from a number of other publishers. Details of Pearson's own resources and of all endorsed resources can be found on our website.

Support for assessment

Sample assessment materials for internally-assessed units

We do not prescribe the assessments for the internally-assessed units. Rather, we allow you to set your own, according to your learners' preferences.

Training and support from Pearson

People to talk to

There are lots of people who can support you and give you advice and guidance on delivering your BTEC Nationals. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Curriculum Development Managers (CDMs) – they are regionally based and have a full overview of the BTEC qualifications and of the support and resources that Pearson provides. CDMs often run network events
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

Training and professional development

We provide a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC Introductory qualifications. The sector-specific events, developed and delivered by specialists, are available both face to face and online.

Appendix 1 Glossary of terms used for internally-assessed units

This is a summary of the key terms used to define the requirements in the units.

Term	Definition
Appropriate	Suitable for the process.
Basic	Essential foundations, structure or starting points.
Clear	Easy to understand, perceive or interpret.
Complex	Consists of many different parts or factors/features.
Competent	Having the necessary knowledge or skill to do something suitably or sufficiently in amount or extent.
Comprehensive	Full, covering a range of factors.
Correct	Free from error.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Detailed	Executed with attention; additional features added/identified and explained.
Describe	Give a clear account that includes all the relevant features and characteristics – 'painting a picture with words'.
Difficult	Needing much skill, effort to accomplish, respond to or solve.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Explain	Work shows clear details and gives reasons and/or evidence to support an opinion, view or argument. Learners can show comprehension of origins, functions and objectives of a subject and its suitability for purpose.
Focused	Directed attention to the aim or detail.
Identify	Indicate the main features or purpose of something by recognising it and/or being able to discern and understand facts or qualities.
Justify	Show or prove to be right, correct and/or reasonable.
Limited	Restricted in size, amount or extent.
Main	The primary or key points overall.
Minor	Lesser in importance or significance.
Outline	Learners' work, performance or practice provides a summary or overview or a brief description.
Purpose	The reason why something is done, created or why it exists.

Term	Definition
Relevant	Closely connected to the main aim or appropriate.
Simple	Easily understood; presents no difficulty.
Straightforward	Uncomplicated, easy to do or complete.
Successful	Accomplishment of the desired aim or task.
Suitable	Right, or appropriate for a particular purpose or situation.
Thorough	Complete with regard to all details.

This is a key summary of the types of evidence used for BTEC Introductory Suite of qualifications.

Type of evidence	Definition and purpose
Audit	Record/account of skills, strengths and weaknesses – an assessment.
Development log or report/research notes	A record kept by learners to show the process of development. Used to show method, self-management and skill development.
Observation records/witness statement	An observation record is used to provide a formal record of an assessor's judgement of learners' performance.
Plan/progression plan	A proposal that gives details for doing or achieving something or a physical outline drawing.
Planner	An account/record covering a set amount of time and activities that took place.
Sketchbook/photographs/portfolio	Pictorial accounts of progress, process and/or final outcome with annotations.
Quotation	A formal statement setting out the estimated cost for a particular job or service.
Review	A reflective account of an activity or performance.
Summary	An account of the main points, highlighting developments or improvements.

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ISBN 978-1-4469-4801-9

9 781446 948019