

Pearson BTEC
Level 3 and Level 4
Foundation Diplomas in



Art, Design and Media Practice

Specification

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Issue 1

Edexcel, BTEC and LCCI qualifications

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INTRODUCTION TO THE BTEC FOUNDATION DIPLOMA QUALIFICATIONS



Welcome to your new specification for the Pearson BTEC Level 3 and Level 4 Foundation Diplomas in Art, Design and Media Practice. These qualifications bring you the best of the BTEC tradition of developing independent, vocationally aware learners through the right balance between teaching/learning and assessment. The qualifications have been designed around holistic, explorative and integrated creative teaching approaches that are conducive to deep learning and skills development, preparing learners for progression.

Content and assessment criteria are designed to encompass all specialist pathways within the art, design and media sectors. The specialist pathways your learners follow will be influenced by a variety of factors, including centre resources, staff expertise and learner choice. These qualifications have been designed to allow you to deliver a broad-based programme across a diverse range of pathways, or to focus on specialist areas in depth.

These qualifications supports a curriculum where learners are able to continually revisit their approaches to the making and understanding of art, design and media practices, adding levels of refinement, sophistication and precision to their work as they progress.

KEY FEATURES

- **100% internally set and assessed** – all assessments are internally set and assessed by you and verified by Pearson through a centre visit.
- **Co-teachable Level 3 and Level 4 qualifications** - both qualifications share the same content to simplify delivery and assessment and ensure all learners are well prepared for progression to higher education.
- **Multidisciplinary practice** – specialist pathways are not prescribed enabling and encouraging multidisciplinary practice and integration of all the relevant skills that learners want to develop through their work. Following initial exploration and experimentation, learners are able to identify a specialist pathway they wish to focus on, or continue to work broadly across multiple specialist areas.
- **Clear and relevant content areas** - all teaching content is defined through six key content areas which link directly to the six assessment criteria used to assess all work produced for the qualification.
- **Compensation in grading** – grading is compensatory, rewarding learners for their exceptional performance in some areas, without requiring it in all areas. For more information on grading see *Section 7: Understanding the qualification grade*.
- **Highly practical and progression focused** – all assessment is holistic, based on portfolio(s) of work. Evidence is generated through practical projects, briefs, workshops and engagement with the art, design and media industries, facilitating the development of portfolios and materials relevant to learners' individual progression goals.
- **Common assessment criteria** – six assessment criteria are used to assess all work produced throughout the qualification, simplifying assessment and allowing for clarity of the expectations for achievement at each level.
- **Supportive visit** - a support visit is provided in your first year of delivery to make sure you are confident in all aspects of planning, teaching, assessment and verification processes.



MANDATORY CONTENT AREAS

To deepen and refine learners' skills over time, they need access to teaching and learning approaches that challenge them. This is supported by the six mandatory areas of content, which are common across the Level 3 and Level 4 qualifications. These content areas relate directly to the 6 assessment criteria to make simple and clear links between content and the expectations of learners in assessment. They have been developed to embody fundamental creative skills valued by higher education and employers, providing learners valuable transferable skills. The six content areas are:

- investigation
- experimentation
- evaluation and review
- realisation
- communication
- self-directed practice.

These six mandatory areas of content allow for simple and consistent presentation of requirements to learners. They allow for integration of skills through any art, design or media project, ensuring that teachers can identify the most relevant methods of delivery to engage each learner. The skills and practices listed in each content area should be taught as they apply to learners' ideas and progression ambitions across evolving art, design and media practices.

The six key areas of content allows for the simple and consistent presentation of requirements. It recognises the need for integration of skills for any media project, ensuring that teachers can identify the most relevant methods of delivery to engage each learner.

ASSESSMENT

Learners are assessed through six criteria. Grades awarded for each criterion correspond to a point value and points accumulate to establish the overall qualification grade.

The shared assessment criteria define a clear hierarchy of possible achievement across the Level 3 and Level 4 qualifications.

QUALITY ASSURANCE

Quality assurance processes follow well-defined BTEC approaches designed to support you simply and effectively. We have refined our approach to supporting this unique creative qualification to take account of the larger learning and teaching module structure.

QUALIFICATIONS IN THE SECTOR

The qualifications included in this specification and are:

- **Pearson BTEC Level 3 Foundation Diploma in Art, Design and Media Practice (642 GLH) (603/5277/2)**
- **Pearson BTEC Level 4 Foundation Diploma in Art, Design and Media Practice (642 GLH) (603/5278/4)**

This qualification has been designed to meet learners' needs flexibly and does not include external assessment. Therefore, it is not recognised as a qualification for performance table purposes.



1

QUALIFICATION PURPOSE



In this section, you will find information on the purpose of the:

- **Pearson BTEC Level 3 Foundation Diploma in Art, Design and Media Practice**
- **Pearson BTEC Level 4 Foundation Diploma in Art, Design and Media Practice.**

We publish a full 'Statement of Purpose' for each qualification on our website. These statements are designed to guide you and potential learners to make the most appropriate choice as to the level of qualification that is suitable at recruitment.

These qualifications have been designed to provide post-16 learners with the skills, knowledge and understanding necessary to progress to higher education and training or employment in the creative industries.

The structure of the qualifications are in keeping with current industry practice and university teaching and assessment methodology. The completion of an extensive portfolio that showcases learners' skills and knowledge will prepare them for progression. Minimising the number of assessments allows for large-scale projects and provides a holistic learning experience. This enables a diagnostic process that balances development of skills with personal growth and intentions.

The breadth of study in the qualifications give learners opportunities to consider their practice in the context of professional practice with work from inception of ideas to completion. The assessment enables learners to demonstrate valuable skills such as analysis, planning, organisation and critical thinking in the context of developing practical outcomes.

Inclusivity is a key objective of these qualifications. Assessment does not prescribe the types of evidence required, allowing each learner to access the full range of achievement using the method of working and skills best suited to them and their progression aims. This means that all learners will demonstrate the level of their skills through the same criteria, enhancing accessibility to the assessment.

PEARSON BTEC LEVEL 3 AND LEVEL 4 FOUNDATION DIPLOMAS IN ART, DESIGN AND MEDIA PRACTICE

The Level 3 qualification is for learners who are looking to broaden their practical and theoretical understanding of art, design and media practice as a bridging year in preparation for higher education. It is suitable for:

- learners who may not have had a significant amount of learning of creative subjects at Level 3
 - learners who have prior learning at Level 3 within the creative sector, but wish to consolidate their learning further before progressing to HE
 - adult learners with some creative experience, but without Level 3 creative qualifications.
- The Level 4 qualification is suitable for:
 - learners who have significant prior learning at Level 3 within the creative sector and wish to develop their skills and understanding at Level 4 before progressing to HE
 - adult learners with significant creative experience who want to consolidate their practice before progressing to HE
 - learners that have had significant learning at Level 3, but need broader experience to diagnose their preferred specialism and develop a more advanced portfolio.

WHAT DOES THIS QUALIFICATION COVER?

The common content of the qualifications have been developed in consultation with academics to ensure that it supports progression to higher education. In addition, teachers, employers and professional bodies have been involved and consulted in order to confirm that the content is appropriate and consistent with current practice for those learners who choose to enter employment directly.

The qualification provides the knowledge, skills and understanding that will prepare learners for further study or training. Learners taking this qualification will study one mandatory learning and teaching module covering six areas of learning:

- investigation
- experimentation
- evaluation and review
- realisation
- communication
- self-directed practice.

WHAT COULD THIS QUALIFICATION LEAD TO?

The qualifications offer learners the opportunity to experiment widely and take creative risks in order to develop a broad portfolio of work and professional behaviours required for progression. It also provides opportunities to develop art, design and media skills over the course of study through a process of self-direction, reflective practice and communication, which are key skills for progression to higher education. The requirements mean that learners develop the transferable and higher-order skills that are highly regarded by higher education and employers, for example communication and self-direction.

The Level 3 qualification attracts UCAS points, and both Level 3 and Level 4 qualifications meet the admission requirements for most relevant courses, such as design, experience and interaction, digital media, communication and arts subjects. UCAS points are based on the qualification grade outcomes. Please go to the UCAS website for full details of the points allocated.

Learners should always check the entry requirements for degree programmes at specific higher education providers.





2

STRUCTURE

STRUCTURES OF THE QUALIFICATIONS

Pearson BTEC Level 3 Foundation Diploma in Art, Design and Media Practice

– 642 GLH

The qualification includes one teaching and learning module with 6 criteria:

- four mandatory criteria at level 3
- two mandatory criteria at level 4.

In order to be awarded a qualification, learners must achieve a minimum of Pass in all 6 criteria.

Pearson BTEC Level 4 Foundation Diploma in Art, Design and Media Practice

– 642 GLH

The qualification includes one teaching and learning module with 6 criteria:

- six mandatory criteria at level 4.

In order to be awarded a qualification, learners must achieve a minimum of Pass in all 6 criteria.



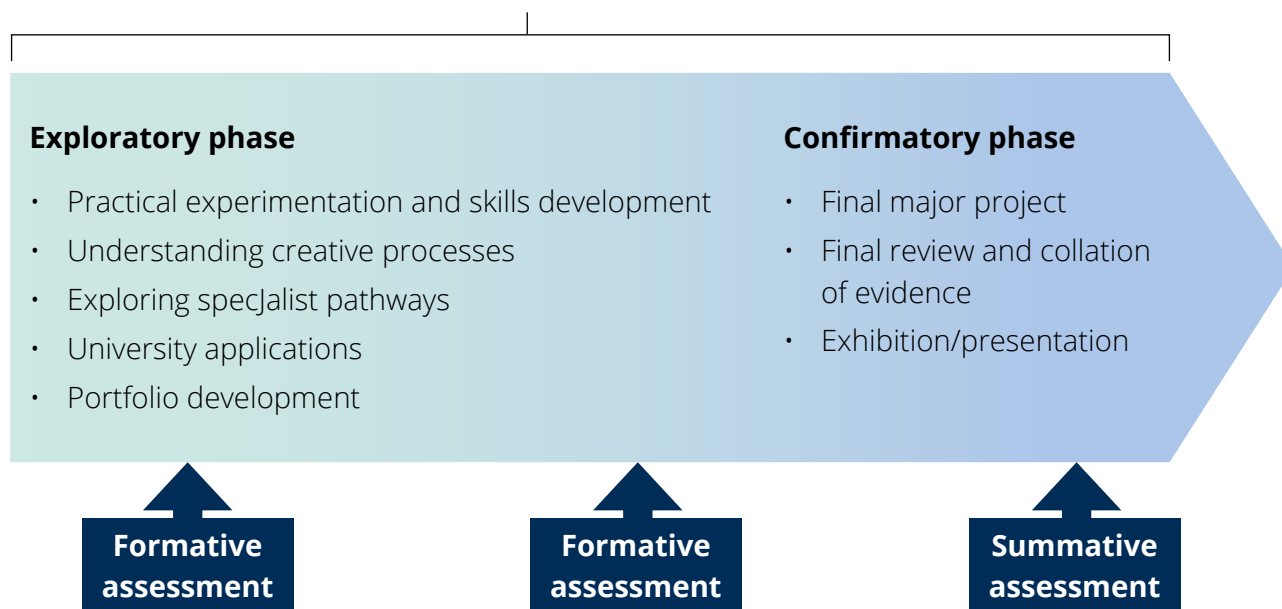
DELIVERY STRUCTURE FOR BOTH QUALIFICATIONS

The qualification is intended to be delivered through two main phases: an initial exploratory phase, and a final confirmatory phase. The time frames for these phases is deliberately flexible to accommodate diverse needs:

- **exploratory phase** - learners experiment with diverse media, materials, techniques and processes across specialist skills areas. They should investigate progression opportunities and develop a portfolio of work to support existing practice and progression while developing towards a specialist area of practice.
- **confirmatory phase** - learners produce a final major project and draw upon the summation of knowledge and skills acquired during their learning. They should be encouraged to extend personal ambition whilst understanding the professional context for presenting their finished work.

Content areas taught throughout the year:

Investigation
Experimentation
Evaluation and review
Realisation
Communication
Self-directed practice



ASSESSMENT

FORMATIVE ASSESSMENT

Formative assessment is primarily used to measure learner progress and provide them with feedback to guide their ongoing development. It is a key part of the assessment process that can enhance teaching and learning and contribute to raising standards. Tutors can use the outcomes of formative assessment to identify learners' differing needs during the programme, allowing for more focused teaching where it is needed and planning for timely support.

Tutors can also reflect on the results of formative assessment to measure how effective the planned teaching and learning is at delivering the content. Formative assessment does not confer achievement of assessment criteria or grades and should focus on overall progress and development of skills.

Tutors should provide written formative feedback to each learner at relevant points in the programme. It is recommended that these take place at least once in the early to middle of exploratory phase and again at the end of the exploratory phase, prior to commencement of the confirmatory phase.

SUMMATIVE ASSESSMENT

Summative assessment is where learners are provided with the grades for assessment criteria contributing towards the overall qualification grade.

Tutors summatively assess learners once, against all of the assessment criteria in the qualification. Grades awarded for each criterion correspond to a point value and points accumulate to establish the overall qualification grade.

The assessment will benefit learners who want to progress to higher education as it requires learners to have the transferable skills valued by higher education, such as organisational skills, creative thinking, problem solving and critical reflection. Assessment of these skills will also benefit learners who want to progress to job roles in the art, design or media sectors.

LANGUAGE OF ASSESSMENT

Pearson will support the learning and assessment of this qualification in languages other than English, Welsh or Irish. Approval for local language delivery and assessment must be obtained before you start to deliver the qualification. Standards Verification will take place in line with Pearson's Use of Language Policy which can be found on our website. A learner taking the qualifications may be assessed in Sign Language where it is permitted for the purpose of reasonable adjustment.

For information on reasonable adjustments see *Section 5: Administrative arrangements*.

TOTAL QUALIFICATION TIME

For all regulated qualifications, Pearson specifies a total number of hours that it is estimated learners will require to complete and show achievement for the qualification: this is the Total Qualification Time (TQT).

Within TQT, Pearson identifies the number of Guided Learning Hours (GLH) that we estimate a centre delivering the qualification might provide. Guided learning means activities, such as lessons, tutorials, online instruction, supervised study and giving feedback on performance, that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete assessment under supervised conditions.

In addition to guided learning, other required learning directed by teachers or assessors

will include private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory research, study and practice, exploration and independent work.

BTEC's have been designed around the number of guided learning hours expected. The teaching and learning module in these qualifications have a GLH value of 642.

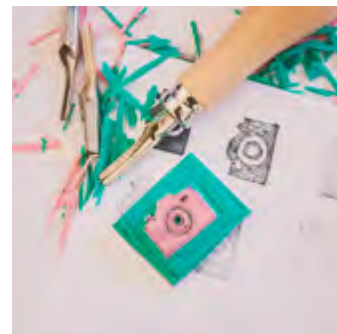
The qualifications in this specification have the following TQT values:

- **Pearson BTEC Level 3 Foundation Diploma in Art, Design and Media Practice – 1150 TQT**
- **Pearson BTEC Level 4 Foundation Diploma in Art, Design and Media Practice – 1150 TQT**

GRADING IN THESE QUALIFICATIONS

Both the Pearson BTEC Level 3 and Level 4 Foundation Diplomas in Art, Design and Media Practice qualifications are graded using an overall qualification grading of Pass, Merit or Distinction.

The learning and teaching module defines the range of content that learners will cover. The assessment evidence produced is presented and assessed against the six assessment criteria, which are graded on a scale of Distinction, Merit, Pass and Unclassified. See *Section 7: Understanding the qualification grade*, for more information on grading.



UNDERSTANDING YOUR LEARNING AND TEACHING MODULE

This section sets out the required teaching and learning content areas and how they should be delivered. Learners should only be summatively assessed once the learning and teaching module content has been covered.

The qualification consists of one module that covers all the learning and teaching content. The learning and teaching module has six mandatory content areas, which set out:

- the content to be taught
- approaches to delivering the content effectively.

Within the scope of these mandatory areas of content, you will be able to deliver specific content covering technical skills and specialist pathways relevant to learners' interests and ambitions across art, design and media specialist pathways.



HOW THE ASSESSMENT WORKS



To simplify the qualification, it has been designed around six fundamental skills areas which connect the objectives, teaching content and assessment criteria:

- six assessment objectives
- six areas of teaching content
- six assessment criteria:

THE 6 ASSESSMENT CRITERIA

The assessment criteria are not a series of tasks that are done separately. A practitioner will use all of these six areas of skills repeatedly when developing their work. As such, each criteria are equally weighted, meaning they should be given equal importance in a learners' development.

Self-directed practice

Skills for applying professional behaviours within creative practice.

Communication

Skills for communicating intentions through work with consideration for the audience.

Realisation

Skills for realising work using media, materials, techniques and processes.



Investigation

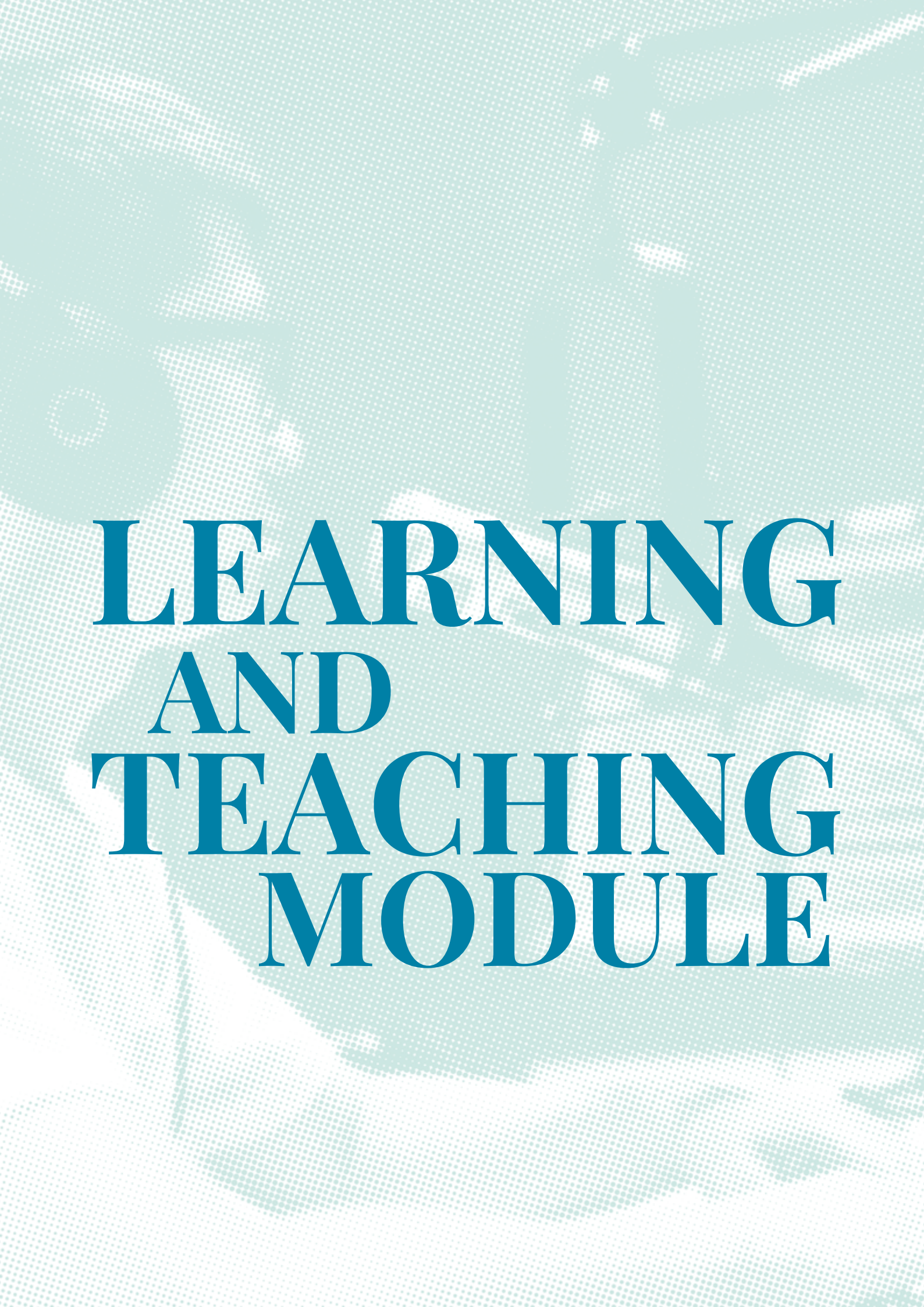
Skills for using investigation processes that are applied through practical and theoretical approaches.

Experimentation

Skills for engaging in processes of experimentation with concepts, media, materials and techniques.

Evaluation

Skills for using review of processes and practice to inform creative choices.



**LEARNING
AND
TEACHING
MODULE**

Level: **3 and 4**

Type: **Internal**

Guided learning hours: **642**

INTRODUCTION

There is one learning and teaching module with content shared for both level 3 and 4 qualifications, enabling content to be taught together and revisited. Coverage of content is intended to be iterative and ongoing throughout the programme. No specific GLH have been allocated to the content areas, which are not designed to be delivered sequentially or in isolation, and it is expected that aspects of each content area will overlap during teaching and learning.

The qualification is intended to be delivered through two main phases: an initial exploratory phase, and a final confirmatory phase. The time frames for these phases is deliberately flexible to accommodate diverse needs:

- **exploratory phase** - learners experiment with diverse media, materials, techniques and processes across specialist pathways. They should investigate progression opportunities and develop a portfolio of work to support progression.
- **confirmatory phase** - learners produce a final major project and draw upon the summation of knowledge and skills acquired during their learning. They should be encouraged to extend personal ambition whilst understanding the professional context for presenting their finished work.

ASSESSMENT SUMMARY

It is expected that centres provide periodic formative feedback throughout the programme. In addition to this, centres must schedule **at least two** formal formative assessment points prior to learners starting their final major project.

Summative assessment for all of the criteria takes place at the end of the programme, based on evidence generated throughout. This means that content areas can be taught together and revisited, allowing learners to develop and advance their skills iteratively.

The assessment objectives use verbs such as 'apply', 'demonstrate', 'explore', 'use' and 'communicate' to define the basic requirements for the skills and abilities that learners will need to evidence. You can find out more about the verbs used in the assessment objectives in *Appendix 1*.

Learners receive a separate grade for each Assessment Objective using the assessment criteria on page 18 (Level 3) and 19 (Level 4). In order to be awarded a qualification, learners must complete each assessment objective for their level below and achieve a minimum of Pass in all 6 related assessment criteria.

Assessment objectives

Level 3 Foundation in Art, Design and Media Practice

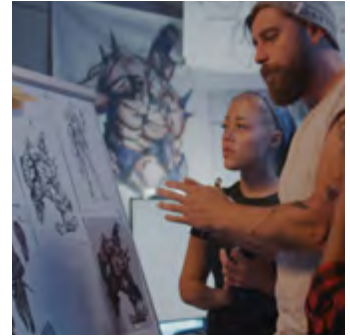
- 3.1 Use investigation to inform creative practice
- 3.2 Explore concepts and practices through iterative experimentation
- 3.3 Use evaluation and review to inform creative practice
- 3.4 Develop techniques for realising intentions
- 4.5 Communicate ideas and intentions through creative practice and outcomes
- 4.6 Demonstrate engagement with self-directed practice

Level 4 Foundation in Art, Design and Media Practice

- 4.1 Conduct investigation to inform and support creative practice
- 4.2 Use iterative experimentation to inform concepts and creative practice
- 4.3 Apply processes of evaluation and review to inform creative practice
- 4.4 Apply techniques to realise creative intentions
- 4.5 Communicate ideas and intentions through creative practice and outcomes
- 4.6 Demonstrate engagement with self-directed practice

LEARNING AND TEACHING – CONTENT AND DELIVERY

Learners must undertake the following content before assessment. The content is designed to allow learners to explore and develop skills in practical vocational contexts and can be applied to the skills relating to any art, design or media area. Content statements are not explicitly assessed, but will inform and enhance learner ability to approach any creative challenge or project across art, design and media. Content following 'e.g.' statements show indicative areas within a topic and are not mandatory, nor are they an exhaustive list of what could be covered.



DELIVERY APPROACHES TO THE CONTENT

A diverse approach to teaching, learning and practise of the content is encouraged to support inclusion, deep understanding, experimental development and differentiation. A range of teaching methods for the content is not limited to any or all of the following:

- Workshops
- Seminars
- Lectures
- Critiques
- Discussions
- Masterclasses
- Mentoring
- Presentations
- Work experience
- Demonstrations
- Short or long projects
- Self-directed work
- Visits and field trips
- Collaboration
- Professional development



INVESTIGATION

Teaching of research methods should emphasise practical and theoretical approaches and the importance of integrating them throughout the creative process.

- **Practical and theoretical investigation**

- Creative process
 - ideas generation
 - iterative development
 - resolution.
- Primary and secondary sources – referencing/citing sources.
- Observing and recording.
- Characteristics, properties, techniques, processes and effects of materials/media.
- Types of audiences: demographics and psychographics.
- Logistics, e.g. places, resources, funding, time scales.
- Contextual:
 - purpose and function of work in different contexts
 - connections to wider contexts and precedents e.g. culture, society, politics, religion, technology.
- Analysing own work and the work of others
- Use of critical concepts e.g. ethics, audience theory, representation, genre/styles, semiotics, intertextuality, aesthetics and beauty, psychology, politics, popular culture, modernism/postmodernism.
- Reading and interpreting art, design and media work:
 - formal elements
 - design principles
 - narrative
 - language
 - styles, codes and conventions.

EXPERIMENTATION

Learners should be encouraged to be bold in their experimentation with ideas, media/materials, techniques and processes. Experimentation should be iterative enabling learners to explore the benefits of ongoing experimentation throughout the creative processes.

- **Iterative experimentation**

- Characteristics of media/materials.
- Techniques and processes.
- Concepts, ideas, meaning and function.
- Working within constraints.
- Risk taking:
 - breaking of conventions and traditions
 - trial and error

EVALUATION AND REVIEW

Learners should explore methods of solving problems through evaluation, testing, feedback and critical reflection. They should be provided with broad opportunities to practise evaluation, considering how it can contribute to all stages of the creative process.

- **Iterative problem solving**

- Defining a problem.
- Evaluation:
 - integration of testing, e.g.:
 - user
 - audience
 - function.
- Defining evaluative criteria, e.g.:
 - fitness for purpose
 - market
 - production
 - intentions
 - communication
 - feasibility e.g. resources, cost, time
 - sustainability
 - accessibility.
- Audience feedback:
 - viewer/user opinion and experience
 - impact of work.
- Review:
 - working processes
 - success of outcomes in relation to intentions
 - lessons learnt
 - exploring alternative approaches.
- Refinement:
 - selection
 - next steps
 - revision.

REALISATION

Technical skills should be taught throughout the programme, and learners must be provided with opportunities to develop and refine skills relevant to their work, including methods for recording development and outcomes.

- **Application of media, materials, techniques and processes**

- Operation of tools, equipment, software and hardware:
 - selection
 - set up
 - use/operation
 - management and maintenance
 - working safely.
- Manipulation of elements e.g. space, form, surface, time, sound, material, assets, light, audience.
- Adaptation, combination and manipulation of materials and media.
- Accuracy, precision and finish.
- Workflow and production processes.
- Recording and documentation of work and process - development, production and outcomes.

COMMUNICATION

Skills for communication should be taught in the broadest sense including verbal communication, written communication, communication of meaning within creative outcomes and how the work is presented to communicate the nature and intent of the work.

- **Communicating and presenting**

- Verbal, non-verbal and written.
- Rationale, proposal / treatment.
- Use of visual or media language.
- Articulation of intentions, e.g. concept, meaning, message, purpose function:
 - needs of work/clients/audience
 - styles, codes and conventions
 - accessibility, usability
 - targeting audience: modes of address and register
 - coherence, structure and/or narrative.
- Format, e.g. portfolio, exhibition, broadcast, publication, distribution, performance.
- Selection and editing of work.
- Space, place and context of work.
- Promotional and supporting materials.

SELF-DIRECTED PRACTICE

In order to prepare learners for progression to higher education and employment, tutors should foster independence and self-directed practice. Learners should be encouraged to continually reflect on their practice in relation to their personal development and progression aims, and the professional behaviours expected in the creative sector.

- **Reflective practice**

- Self-evaluation.
- Personal and professional performance.
- Strategies for improvement.

- **Personal development**

- Progression aims
- Development needs
- Materials relevant to progression aims, e.g. portfolio, CV, showreel.

- **Professional behaviours**

- Ownership of projects and decision-making.
- Continuing professional development.
- Giving and accepting constructive feedback.
- Collaboration and working with others.
- Management of creative process:
 - reliability and organisation e.g. time management, establishing working patterns, setting targets, prioritising
 - application of process and workflows
 - contingency/backup plans
 - legal and ethical consideration.



ESSENTIAL INFORMATION FOR ASSESSMENT

Formative assessment

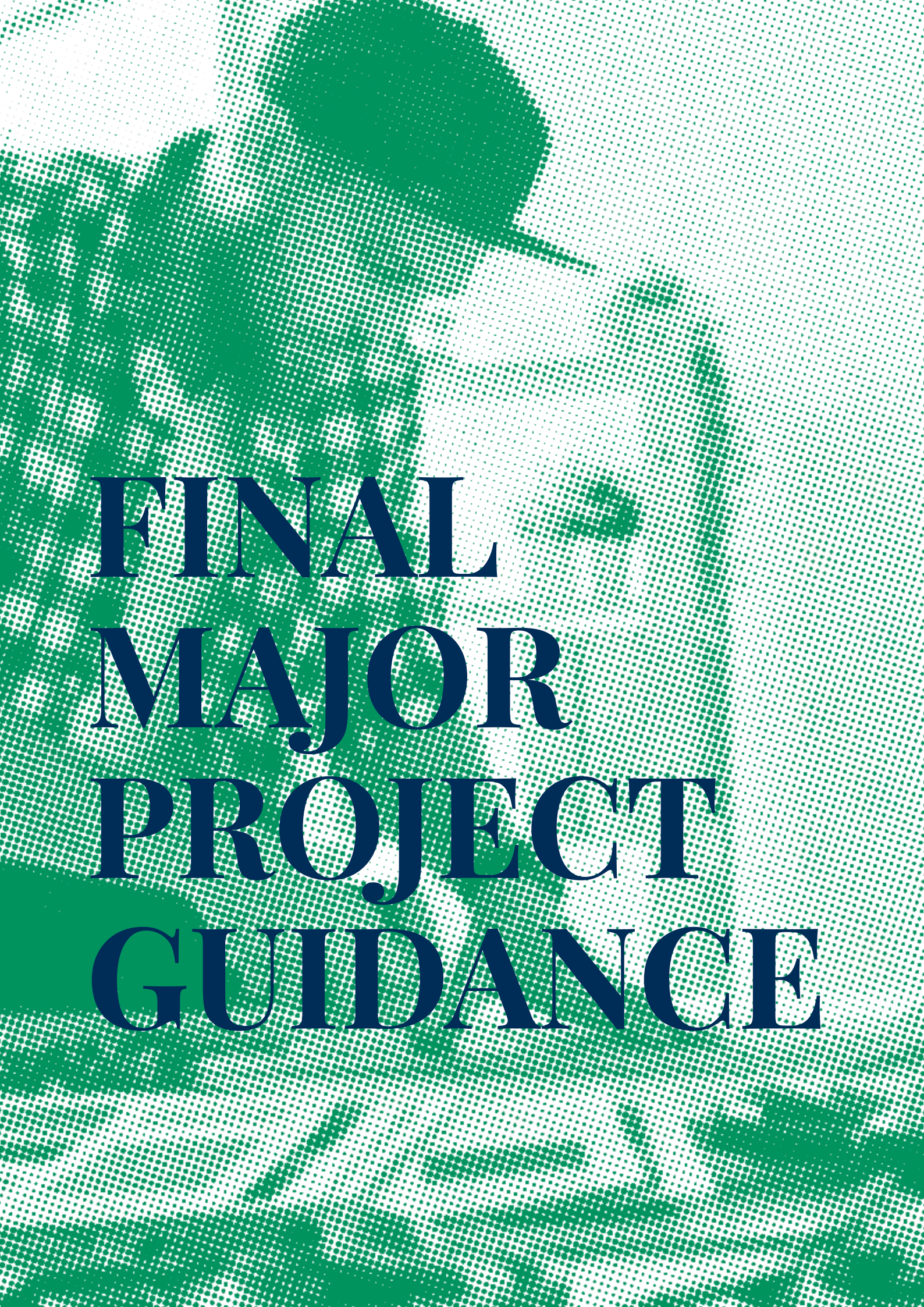
Learner development should be formatively assessed at least twice during the exploratory phase:

- formative assessment should be against the six common assessment criteria
- formative feedback is used to give feedback on skills, but not to provide an indicative grade or to direct learners on what to do to achieve higher grades
- evidence of formative assessment will be sampled by the external examiner
- learners can submit the same work for formative assessment and summative assessment.

Evidence for summative assessment

All work produced on the programme can contribute to the summative assessment submission. Learners are required to submit the following evidence for their summative assessment, which are marked holistically against all of the six criteria:

1. A **selection** of work from throughout the year, which includes:
 - Work that is organised and presented in the most appropriate physical or digital format to reflect the qualities.
 - A selection of work which should demonstrate the learners' ability against each of the assessment criteria. Learners are not expected to submit all development and preparatory work from the year.
 - Types of evidence could include:
 - physical work/artefacts
 - scans and photographs
 - written annotation/commentary/ essays/reports
 - audio recordings and video files/clips
 - planning and research documents/ files and links.
2. A final major project, which includes:
 - a proposal that has been negotiated between the learner and tutor covering the six criteria in the qualification
 - a body of development work for the final major project
 - the final work that is exhibited or presented (where it is not possible for the external examiner to see the exhibition or presentation of the final major project work, it should be well documented).



**FINAL
MAJOR
PROJECT
GUIDANCE**

The final major project must start after delivery of all of the content within the specification, providing opportunities for learners to undertake a broad range of experimentation and select a specialist pathway.

The final major project is defined through a proposal that has been negotiated between the learner and tutor. Learners must complete the proposal prior to starting the final major project in order to best realise their intentions and develop valuable project oversight skills. They will not be penalised for deviating from the proposal during development and there is no specified word count. The proposal should outline how the learner will develop a final major project using the framework of the six assessment criteria:

1. **Investigation** - learners should frame what it is they intend to investigate, the processes of investigation they will use and how this will contribute to the outcome. They should also say how their work has been informed by research and exploration so far, including a bibliography of sources.
2. **Experimentation** - learners should indicate the types of experimentation they expect to undertake during the development.
3. **Evaluation and review** - learners should indicate the types of evaluation and review they will undertake and how this is suited to the development of their outcomes.
4. **Realisation** - learners should indicate the type of work they expect to create and the media, materials, techniques and/or processes they will use to create it.
5. **Communication** - learners should indicate what their ideas are and what they would like to communicate within their outcomes.
6. **Self-directed practice** - learners should indicate how their final major project will support their progression intentions and how they will structure and manage the project.

ASSESSMENT CRITERIA AND AMPLIFICATION FOR DECISIONS

The following assessment criteria must be used to make assessment decisions. There are separate criteria for the Level 3 and Level 4 qualifications. Each assessment criterion (AC) relates to the corresponding assessment objective, for example assessment criterion 3.1 Investigation is used to assess Assessment *Objective 3.1*.

A decision of Pass, Merit or Distinction should be made for each criterion. In order to be awarded a qualification, a learner must complete all criteria at Pass or above.

Making secure assessment decisions

A 'best-fit' approach should be used when deciding which grade descriptor most closely describes the quality of the evidence being assessed. Where evidence displays characteristics from more than one grade descriptor for an assessment criterion, you must use your professional judgement to decide which level is most appropriate. Each descriptor covers a number of related skills. It is important to consider all of the skills equally when determining the most appropriate grade.



BTEC Level 3 Foundation Diploma in Art, Design and Media Practice assessment criteria

In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria.

Assessment criteria at Level 3	Ungraded (0 points) Limited / inappropriate	Pass (1 point) Generally competent / adequate	Merit (2 points) Clear / effective / relevant	Distinction (3 points) Accomplished / thorough / pertinent
3.1 Investigation	Limited or inappropriate process of investigation. Limited use of information to inform creative practice.	An adequate process of investigation is applied through practical and theoretical approaches, competently using findings to inform creative practice.	A cohesive process of investigation is applied through relevant practical and theoretical approaches, effectively using findings to inform creative practice.	An accomplished process of investigation is applied through pertinent practical and theoretical approaches, using findings perceptively to inform creative practice.
3.2 Experimentation	Limited or inappropriate engagement in a process of experimentation to inform ideas and development.	Generally competent engagement in processes of experimentation with concepts, media, materials and techniques, adequately informing ideas and development.	Effective engagement in processes of experimentation with concepts, media, materials and techniques, clearly informing ideas and development.	Accomplished application of experimentation processes, taking some risks with concepts, media, materials and techniques, thoroughly informing ideas and development.
3.3 Evaluation and review	Limited evidence of evaluation and review of process and practice to inform choices about work and intentions.	Evaluation and review is generally competent, with adequate assessment of process and practice used to inform adequate choices about work and intentions.	Evaluation and review is coherent and relevant, with clear analysis of process and practice used to inform effective choices about work and intentions.	Evaluation and review is thorough and pertinent, with in-depth analysis of process and practice used to inform choices which refine work and intentions.
3.4 Realisation	Limited competence in realising work through use of media, materials, techniques and processes.	Adequate realisation of work through generally competent use of media, materials, techniques and processes.	Cohesive realisation of work through effective use of media, materials, techniques and processes.	Accomplished realisation of work through proficient use of media, materials, techniques and processes.
Assessment criteria at Level 4	Ungraded (0 points) Limited / inappropriate	Pass (1 point) Clear / effective / relevant	Merit (2 points) Accomplished / thorough / pertinent	Distinction (3 points) Critical / insightful / sophisticated
4.5 Communication	Limited or inappropriate communication of intentions through work, process and presentation reflecting limited selection and consideration of context and audience.	Clear communication of intentions through work, process and presentation reflecting effective selection and consideration of context and audience.	Accomplished communication of intentions through work, process and presentation, reflecting thorough selection and consideration of context and audience.	Sophisticated communication of intentions through work, process and presentation, reflecting strategic selection and critical consideration of context and audience.
4.6 Self-directed practice	Limited application of professional behaviours, showing a lack of self-reflection and recognition of own development needs.	Professional behaviours are effectively applied in some aspects of practice, showing clear ability to implement the creative process; generally engages in reflection and personal development to address some aspects of creative practice.	Professional behaviours are thoroughly applied, showing accomplished ability to manage the creative process independently; thoroughly engages in reflection and personal development to address specific needs and improve creative practice.	Professional behaviours are integral to ways of working, showing an assured ability to take ownership and strategically manage the creative process throughout, adapting ways of working for own purposes; uses insightful critical reflection and personal development to enhance creative practice.

BTEC Level 4 Foundation Diploma in Art, Design and Media Practice assessment criteria

In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria.

Assessment criteria at Level 4	Ungraded (0 points) Limited / inappropriate	Pass (1 point) Clear / effective / relevant	Merit (2 points) Accomplished / thorough / pertinent	Distinction (3 points) Critical / insightful / sophisticated
4.1 Investigation	Limited or inappropriate process of investigation. Limited use of information to inform creative practice.	An effective process of investigation is applied through relevant practical and theoretical approaches, clearly using findings to inform ideas and solutions.	An accomplished process of investigation is applied through pertinent practical and theoretical approaches, using findings perceptively to inform creative practice.	A sophisticated process of investigation is applied through strategic practical and theoretical approaches, using findings insightfully to inform creative practice.
4.2 Experimentation	Limited or inappropriate engagement in a process of experimentation to inform ideas and development.	Effective engagement in processes of experimentation with concepts, media, materials and techniques, clearly informing ideas and development.	Accomplished application of experimentation processes, taking some risks with concepts, media, materials and techniques, thoroughly informing ideas and development.	Sophisticated and deliberate application of experimentation processes taking purposeful risks with concepts, media, materials and techniques, insightfully informing ideas and development.
4.3 Evaluation and review	Limited evidence of evaluation and review of process and practice to inform choices about work and intentions.	Evaluation and review is coherent and relevant, with clear analysis of process and practice used to inform effective choices about work and intentions.	Evaluation and review is thorough and pertinent, with in-depth analysis of process and practice used to inform choices which refine work and intentions.	Evaluation and review is strategic and insightful, with critical analysis of process and practice used to inform insightful choices which significantly refine work and intentions.
4.4 Realisation	Limited competence in realising work through use of media, materials, techniques and processes.	Cohesive realisation of work through effective use of media, materials, techniques and processes.	Accomplished realisation of work through proficient use of media, materials, techniques and processes.	Sophisticated realisation of work through purposeful and fluent use of media, materials, techniques and processes.
4.5 Communication	Limited or inappropriate communication of intentions through work, process and presentation reflecting limited selection and consideration of context and audience.	Clear communication of intentions through work, process and presentation reflecting effective selection and consideration of context and audience.	Accomplished communication of intentions through work, process and presentation, reflecting thorough selection and consideration of context and audience.	Sophisticated communication of intentions through work, process and presentation, reflecting strategic selection and critical consideration of context and audience.
4.6 Self-directed practice	Limited application of professional behaviours, showing a lack of self-reflection and recognition of own development needs.	Professional behaviours are effectively applied in some aspects of practice, showing clear ability to implement the creative process; generally engages in reflection and personal development to address some aspects of creative practice.	Professional behaviours are thoroughly applied, showing accomplished ability to manage the creative process independently; thoroughly engages in reflection and personal development to address specific needs and improve creative practice.	Professional behaviours are integral to ways of working, showing an assured ability to take ownership and strategically manage the creative process throughout, adapting ways of working for own purposes; uses insightful critical reflection and personal development to enhance creative practice.



3

PLANNING YOUR PROGRAMME

IS THERE A LEARNER ENTRY REQUIREMENT?

As a centre, it is your responsibility to ensure that learners who are recruited have a reasonable expectation of success on the programme. There are no formal entry requirements but we expect learners to have qualifications at or equivalent to Level 3 or some experience of creative practice.

Learners are most likely to succeed if they have:

- one A Level in a creative subject at a good grade, and/or
- BTEC qualification(s) in creative subjects at Level 3
- achievement in English and mathematics through GCSE or Functional Skills.

Learners may demonstrate ability to succeed in various ways. For example, they may have relevant work experience or specific aptitude shown through diagnostic tests or non-education experience.

APPRAISAL OF OWN PRACTICE AND PROGRESSION TOWARDS MEETING INTENTIONS OF WORK

We do not set any requirements for teachers 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 employment in the sector. While it is possible to deliver the qualification across all art, design and media specialisms, centres can focus their delivery of the programme on specific areas depending on their experience and learners' needs.

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 BTEC Nationals. For some learning and teaching modules, specific resources are required. Learners must have access to:

- art, design or media studios depending on the focus of the delivery
- storage for work in progress
- a range of art, design or media materials, tools and facilities with respective safety equipment
- a library and internet resources for research.

WHICH MODES OF DELIVERY CAN BE USED FOR THESE QUALIFICATIONS?

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

WHAT ARE THE RECOMMENDATIONS FOR COMMUNITY AND EMPLOYER INVOLVEMENT?

BTEC's are vocational qualifications and, as an approved centre, you are encouraged to work with employers on the design, delivery and assessment of the course to ensure that learners have a programme of study that is engaging and relevant and that equips them for progression.

Employer involvement in the delivery and/or assessment of this qualification provides a clear 'line of sight' to work, enriches learning, raises the credibility of the qualification in the eyes of employers, parents and learners, and furthers collaboration between the learning and skills sector and industry.

You should aim to provide learners with opportunities to undertake meaningful activity involving employers during their course.

Examples of 'meaningful activity' could include:

- structured work experience or work placements that develop skills and knowledge relevant to the qualification/industry
- projects, exercises and/or assessments set with input from industry practitioners
- skills delivered or co-delivered by an industry practitioner – this could take the form of masterclasses or guest lectures
- industry practitioners operating as 'expert witnesses' who contribute to the assessment of a learner's work or practice.

Meaningful employer involvement, as defined above, should be with employers related to the art, design or media sectors or a related creative industry.

WHAT SUPPORT IS AVAILABLE?

Support materials

We will provide support materials to help you deliver and assess the qualification in line with best practice. Please see the website for the most up to date resources.

SV support visits

You will be allocated an External Examiner who will visit once early on in the first year of delivery of the qualification to support you with planning and assessment. This will be in addition to the External Examination visit to verify your assessment decisions. You can opt out of this visit at any time.

Training

There will be extensive training programmes as well as support from our Subject Advisory team. For further details, see *Section 8: Resources and support*.

HOW WILL MY LEARNERS BECOME MORE EMPLOYABLE THROUGH THESE QUALIFICATIONS?

Skills that enhance employability, such as communication, problem solving, self-direction and practical hands-on skills, have been built into the design of the assessment objectives and content.

As they progress through their qualification, learners will develop increasing self-direction and reflection, and the ability to synthesise understanding and technical skills to develop individual approaches to their practice. They will also develop an ability to respond creatively to unfamiliar industry contexts and the demands of briefs, using a variety of skills to communicate personal ideas and intentions while recognising and meeting audience needs.

The programme of teaching and learning delivered through this qualification will provide learners with opportunities to use relevant contexts, scenarios and materials in order to develop a portfolio of work that that equips them to achieve their personal goals for progression and employment.

4

ASSESSMENT STRUCTURE

Before you assess, you will need to become an approved centre, if you are not one already. The full requirements and operational information are given in the *BTEC Quality Assurance Handbook*, available on our website. All members of the assessment team need to refer to this document.

We have taken great care to ensure that the assessment method chosen is appropriate to the content and in line with requirements from higher education and industry. To ensure this, the content, structure and assessment of this qualification have been developed in consultation with teachers, employers, professional bodies and academics to ensure that the qualification supports progression to higher education and is appropriate and consistent with current practice, should learners choose to enter employment directly.



ASSESSMENT

All assessment criteria are internally assessed and subject to verification by an external examiner. Throughout the programme, learners should be given opportunities to develop through activities, workshops and projects. All work produced on the programme can contribute to the summative assessment submission. You will need to prepare to assess using the guidance in this section.

In line with the requirements and guidance for internal assessment, you select the most appropriate programme delivery according to the content set out in the learning and teaching module. This ensures that learners can produce work and demonstrate skills in a variety of styles and formats to help them develop a broad range of transferable skills. Wherever possible, learners should be given opportunities to:

- respond to industry-related and/or supported briefs
- carry out projects for which they have control over the direction and outcomes
- use collaborative skills and communicate with others
- use case studies to explore complex or unfamiliar situations.



MAKING VALID ASSESSMENT DECISIONS

Prior to confirming summative assessment decisions, the Programme Leader should undertake standardisation with the delivery team to ensure that national standards are being applied and that secure and justifiable assessment decisions can be made.

Assessment decisions are based on the assessment criteria set out on page 18 for Level 3 and on page 19 for Level 4. When a learner has completed the learning and teaching module, the assessment team will assess the evidence submitted and record a grade of Pass, Merit, Distinction or Unclassified for each assessment criterion.

Following the individual assessment of learners, the teaching team must look again at learner work as a group and discuss the results. Where it is deemed appropriate and in line with national standards, certain grades may be changed. The external examiner will confirm the accuracy of the team's collective decisions and will therefore need to see records of standardisation activities and the decisions made. Assessors must make records of how they have reached their decisions using the assessment criteria. Assessors should use the descriptors in the assessment criteria along with the Programme Leader and assessment team's collective experience, to make secure and justifiable assessment decisions.

Learners who do not satisfy all Pass criteria should be reported as Unclassified.

Once an assessment decision has been reached, it is formally recorded.

The information given:

- must show the formal decision and indicate where criteria have been met
- may show where attainment against criteria has not been demonstrated
- must avoid giving direct, specific instructions on how the learner can improve the evidence to achieve a higher grade.

AUTHENTICITY OF LEARNER WORK

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

Once an assessment has begun, learners must not be given feedback that relates specifically to their evidence and how it can be improved. Learners must work independently.

An assessor must assess only learner work that is authentic, i.e. the learner's 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 complete a declaration that:

- the evidence submitted for this assessment 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 5: Administrative arrangements*.

RESUBMISSION OPPORTUNITY

The summative assessment of evidence for the relevant assessment criteria is normally the final assessment decision. A learner who has failed to achieve a Pass for one or more specific assessment criteria shall be expected to undertake a reassessment for the failed criteria only.

- Only one opportunity for reassessment of the criteria that has not achieved a Pass will be permitted.
- Reassessment for coursework, project or portfolio-based assessments shall normally involve the reworking of the original work for the specific criteria.
- A learner who undertakes a reassessment will have their grade **capped at a Pass** for that criterion.
- A learner will not be entitled to be reassessed in any assessment criterion for which a Pass grade or higher has already been awarded.



5

ADMINISTRATIVE ARRANGEMENTS

INTRODUCTION

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

LEARNER REGISTRATION AND ENTRY

Centres are advised to recruit with integrity to ensure that potential barriers to achievement are addressed. Prior to entry on the programme, centres should clarify with learners the types of activities, equipment and facilities that will be used and discuss any barriers there may be to learning so that learners can make informed choices and centres can prepare for any reasonable adjustments that may be required.

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 assessment. You need to refer to the Information Manual 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, then the centre must transfer the learner appropriately.

ACCESS TO ASSESSMENT

Internal 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 their chosen opportunities. These qualifications have been developed to allow learners to demonstrate their skills through a range of evidence types, formats and methods of communication, which they can select as relevant to their own working practice to best reflect their abilities. In this way, the qualifications are accessible to learners and assessments are adaptable to their regular ways of working. Features of the qualifications' design that reflect their inclusivity are:

- adaptable evidence and assessment methods, ensuring that tutors can assess in a way that is relevant to the learner's abilities and characteristics
- assessment criteria that have been developed to provide opportunities for demonstration of knowledge and understanding through practical work
- technical and practical skills development, which can be applied to all skills areas, have been combined into a single learning and teaching module, which means that all learners will demonstrate the level of their skills through the same assessment, regardless of individual accessibility needs, enhancing inclusivity
- fewer assessments across the qualification gives the space for learners to develop and improve skills to their full potential and explore opportunities for producing evidence within their abilities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessment, 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 are not disadvantaged in comparison to learners who do not share that characteristic when undertaking one of our qualifications
- 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 ASSESSMENT OF THE LEARNING AND TEACHING MODULE

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 assessment. You are able to make adjustments to assessment 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 our document Guidance for reasonable adjustments and special consideration in vocational internally assessed units.

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 the Information Manual. We may ask to audit your records so they must be retained as specified.

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 by the assessment, 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 the Programme Leader. 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 the document Enquiries and appeals about Pearson vocational qualifications and end point assessment policy.

DEALING WITH MALPRACTICE

Malpractice refers to acts that undermine the integrity and validity of assessment, or 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 in accordance with the JCQ General and Vocational Qualifications Suspected Malpractice in Examinations and Assessments Policies and Procedures (www.jcq.org.uk).

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

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. 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 assurance processes. You will be notified within a reasonable period of time if this occurs.

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 provides further 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 and examples of malpractice, and details the penalties and sanctions that may be imposed.

CERTIFICATION AND RESULTS

Once a learner has completed the required assessment 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.

POST-ASSESSMENT SERVICES

Once results are issued, you may find that the learner has failed to achieve the qualification or to attain an anticipated grade. 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.

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.
- Information Manual: this gives procedures for registering learners for qualifications, transferring registrations 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:

- adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
- age of learners
- centre guidance for dealing with malpractice
- 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.

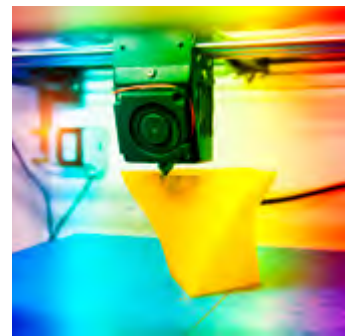
6

QUALITY ASSURANCE

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, studios, 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 relating to how they are delivering the qualification (for example, by giving it a focus on a specialism within art, design and media areas).
- 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 and materials by learners.
- Centres must deliver the qualification in accordance with current equality legislation.



CONTINUING QUALITY ASSURANCE AND EXTERNAL EXAMINATION

On an annual basis, we produce the Pearson Quality Assurance Handbook. 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 for standardisation, intended to exemplify the processes required for effective assessment, and examples of effective standards. Approved centres should 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 qualifications include:

- requiring that all centres complete appropriate declarations at the time of approval
- undertaking centre approval visits
- ensuring that centres have effective teams of assessors and verifiers who are trained to undertake assessment
- working with centres through support visits to advise on areas such as:
 - curriculum and assessment planning best practice
 - preparing assignment briefs and advising on employer engagement and vocational learning
 - clarifying the rules of internal assessment and how they are best applied in a creative subject, such as identifying and gathering evidence
 - supporting effective internal verification
 - what to expect and how to prepare for standards verification
- external examination of samples of completed assessed learner work and associated documentation.
- reviewing the 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 all BTEC 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.



A person in a white lab coat is shown in profile, looking through the eyepiece of a microscope. The image is overlaid with a semi-transparent teal filter. The person's face is partially visible, and they appear to be focused on their work. The background is bright and out of focus.

7

UNDERSTANDING THE QUALIFICATION GRADE

Awarding and reporting for the qualification

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

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

Eligibility for an award

In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria. Refer to the structure in *Section 2: Structure* for more information.

To achieve any qualification grade, learners must:

- complete **all assessment objectives** required in the qualification
- achieve **all minimum of Pass or above in all assessment criteria** within the qualification as shown in *Section 2: Structure*
- achieve the **minimum number of points** at a grade threshold.



ASSESSMENT WEIGHTING TOWARDS THE QUALIFICATION GRADE

Weighting has been applied to the contribution of criteria towards the overall grade within each qualification to best reflect learner skills as they progress. Weighting is applied through the points value given to each grade. The weighting reflects the importance of each assessment criterion as part of the overall achievement of qualifications rather than the amount of time spent developing skills towards each assessment.

The following tables show the weighting of assessment criteria in each qualification.

BTEC Level 3 Foundation Diploma in Art, Design and Media Practice

Assessment criteria	Level	Grade weighting
3.1 Investigation	3	16.6%
3.2 Experimentation	3	16.6%
3.3 Evaluation and review	3	16.6%
3.4 Realisation	3	16.6%
4.5 Communication	4	16.6%
4.6 Self-directed practice	4	16.6%

BTEC Level 4 Foundation Diploma in Art, Design and Media Practice

Assessment criteria	Level	Grade weighting
4.1 Investigation	4	16.6%
4.2 Experimentation	4	16.6%
4.3 Evaluation and review	4	16.6%
4.4 Realisation	4	16.6%
4.5 Communication	4	16.6%
4.6 Self-directed practice	4	16.6%

CALCULATION OF THE QUALIFICATION GRADE

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is compensation in that a higher performance for some criteria may be balanced by a lower outcome in others. For example, a distinction can be achieved through a combination of Pass, Merit and Distinction grades across assessment criteria.

The qualifications are awarded at the grade ranges shown in the table below.

Qualification	Available grade range
BTEC Level 3 Foundation Diploma in Art, Design and Media Practice	P, M, D
BTEC Level 4 Foundation Diploma in Art, Design and Media Practice	P, M, D

The *Calculation of qualification grade* table, shown further on in this section, shows the minimum thresholds for calculating these grades. The table will be kept under review over the lifetime of the qualification. The most up to date 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. The *Information Manual* gives full information.

ASSESSMENT GRADE POINTS

The table below shows the number of points available for each assessment criterion. Points are allocated depending on the grade awarded for each assessment criterion.

Assessment criteria	Points per assessment criterion at Level 3 and 4
U	0
Pass	1
Merit	2
Distinction	3



CLAIMING THE QUALIFICATION GRADE

Subject to eligibility, Pearson will automatically calculate the qualification grade for your learners when the internal assessment grades are submitted for each assessment criterion 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 2020. In order to be awarded a qualification, a learner must complete all criteria at Pass or above.

	Qualification points threshold	
	Level 3	Level 4
U	0	0
Pass	6	6
Merit	10	10
Distinction	16	16

The table, along with the process for points allocation, is subject to review over the lifetime of the qualification. The most up-to-date table will be issued on our website.

The Level 3 qualification attracts UCAS points. UCAS points are based on the qualification grade outcomes. Please go to the UCAS website for full details of the points allocated.

Examples of grade calculations based on table applicable to registrations from September 2020

Example 1: achievement of U grade

The learner has sufficient points for a P grade, but has not Passed all of the assessment criterion.

Assessment criteria	Grade (and point value)	Total points
3.1/4.1	M (2)	6
3.2/4.2	P (1)	
3.3/4.3	P (1)	
3.4/4.4	P (1)	
4.5	U (0)	
4.6	P (1)	
Qualification grade: U		6

Example 2: achievement of a P grade

The learner has sufficient points for a P grade and has achieved a minimum of Pass in all of the assessment criterion.

Assessment criteria	Grade (and point value)	Total points
3.1/4.1	P (1)	6
3.2/4.2	P (1)	
3.3/4.3	P (1)	
3.4/4.4	P (1)	
4.5	P (1)	
4.6	P (1)	
Qualification grade: P		6

Example 3: achievement of an M grade

The learner has sufficient points for an M grade and has achieved a minimum of Pass in all of the assessment criterion.

Assessment criteria	Grade (and point value)	Total points
3.1/4.1	M (2)	10
3.2/4.2	M (2)	
3.3/4.3	M (2)	
3.4/4.4	M (2)	
4.5	P (1)	
4.6	P (1)	
Qualification grade: M		10

Example 4: achievement of an M grade

The learner has sufficient points for an M grade and has achieved a minimum of Pass in all of the assessment criterion.

Assessment criteria	Grade (and point value)	Total points
3.1/4.1	D (3)	13
3.2/4.2	D (3)	
3.3/4.3	M (2)	
3.4/4.4	M (2)	
4.5	M (2)	
4.6	P (1)	
Qualification grade: M		13

Example 5: achievement of a D grade

The learner has sufficient points for a D grade and has achieved a minimum of Pass in all of the assessment criterion.

Assessment criteria	Grade (and point value)	Total points
3.1/4.1	D (3)	16
3.2/4.2	D (3)	
3.3/4.3	D (3)	
3.4/4.4	D (3)	
4.5	M (2)	
4.6	M (2)	
Qualification grade: D		16



8

RESOURCES AND SUPPORT

Our aim is to give you a wealth of resources and support to enable you to deliver BTEC National qualifications with confidence. On our website you will find a list of resources to support teaching and learning as well as professional development.

SUPPORT FOR SETTING UP YOUR COURSE AND PREPARING TO TEACH

SPECIFICATION

This specification (for teaching from September 2020) includes details on the administration of qualifications and information on the learning and teaching module for the qualification.

DELIVERY GUIDE

This 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 qualifications (for example, employer involvement, employability skills, inclusion of maths and English, tutorial time and wider study). It also gives guidance on assessment and quality assurance. The guide tells you where you can find further support and gives detailed guidance on all learning and teaching modules. It includes teaching tips and ideas, assessment preparation and suggestions for further resources.

CURRICULUM MODELS

These show how the BTECs in the suite fit into a 16–19 study programme, depending on their size and purpose. The models also show where other parts of the programme, such as work experience, maths and English, tutorial time and wider study, fit alongside the programme.

SUPPORT FOR ASSESSMENT

EXAMPLE ASSESSMENT MATERIALS FOR INTERNAL ASSESSMENTS

Assignments used for internal assessments are not prescribed. Centres should set assignments according to learners' preferences, and to links with local employment where relevant.

Pearson provide Example Assignment Briefs which can be adapted by centres to meet the needs of learners. They are available for free via the Pearson website.

SAMPLE MARKED LEARNER WORK

To support you in understanding the expectation of the standard at each grade, Pearson provide marked learner work at P/D grades.

TRAINING AND SUPPORT FROM PEARSON

PEOPLE TO TALK TO

There are many people who are available to support you and provide advice and guidance on delivery of your BTEC Nationals. These include:

- 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
- External Examiners – they will support you with your programme, reviewing your programme management, assessment and internal quality assurance and providing advice and guidance.
- 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

Pearson provides a range of training and professional development events to support the introduction, delivery, assessment and administration of BTEC National qualifications. These sector-specific events, developed and delivered by specialists, are available both face to face and online.

'Getting Ready to Teach'

These events are designed to get teachers ready for delivery of the BTEC Nationals. They include an overview of the qualifications' structures, planning and preparation for assessment, and quality assurance.

Teaching and learning

Beyond the 'Getting Ready to Teach' professional development events, there are opportunities for teachers to attend sector- and role-specific events. These events are designed to connect practice to theory; they provide teacher support and networking opportunities with delivery, learning and assessment methodology.

Details of our training and professional development programme can be found on our website.



APPENDIX 1

GLOSSARY OF TERMS USED FOR THE LEARNING AND TEACHING MODULE

This is a summary of the key terms used to define the requirements in the learning and teaching module and assessment criteria.

TERM	DEFINITION
Accomplished	Demonstrate skills, expertise and high level of accuracy, fluency and development.
Adequate	A sufficient level of skill or knowledge for the context.
Analysis	Outcome of methodical and detailed examination breaking down a topic to interpret and study the interrelationships between the parts.
Appropriate/Inappropriate	Clearly suitable/not suitable for the purpose, context and/or circumstances.
Coherent	Logical and consistent.
Cohesive	All elements working together in an integrated way.
Clear	Unambiguous, creating a positive effect on the process or outcome.
Competent	Showing a sufficient standard of capability.
Comprehensive	Full, covering a range of factors related to goals, briefs or objectives.
Confident	Demonstrate secure application of skills or processes.
Conventions	A common system, form or method of practice.
Critical	The process of judging merits analytically from many perspectives showing perceptive awareness and understanding.
Deliberate	Intentional within controlled parameters.
Demonstrate	Carry out and apply knowledge, understanding and/or skills in a practical situation.
Effective	Show control over techniques, equipment and processes to efficiently meet the details and broad aims of a requirement.
Engagement	Involvement and participation with practice.
Exploration / Investigation	Examination of a subject, topic or practice.
Evaluate	Draws on varied information, themes or concepts to consider aspects that lead to a supported judgement showing relationship to its context.
Insightful	Showing a perceptive and sophisticated level of knowledge and understanding.
Integrated	Linking or coordinating various parts or aspects.

TERM	DEFINITION
Intentions	Purpose or attitude towards the effect of work or actions.
Iterative	Repeating steps of the creative process as part of development.
Limited	Insufficient and small in amount.
Pertinent	Highly relevant or specifically applicable.
Practice	The application of ideas or methods.
Present	To exhibit material to an audience, either live or through other mediums.
Proficient	Showing high levels of advanced skill.
Realise	To produce work in response to a brief or to meet an intention at any stage within the creative process.
Refine	Making deliberate changes to improve or clarify work or practice.
Reflect	Appraise an action, outcome or process and consider strengths and weaknesses.
Relevant	Appropriate and closely connected to the context and intentions.
Review	Formal consideration with the intention of making changes.
Select	Choose the best or most suitable option to meet intentions or address needs (such as selection of materials, techniques, equipment or processes).
Sophisticated	Developed and to a high degree, showing advanced levels of subject knowledge and understanding.
Strategy	The integration of plans and resources for efficient practice.
Thorough	Full and complete in relation to all aspects/factors.
Understand	Interpret or view (something) in a particular way.

APPENDIX 2

BTEC Level 3 Foundation Diploma in Art, Design and Media Practice assessment criteria

In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria.

Assessment criteria at Level 3	Ungraded (0 points) Limited / inappropriate	Pass (1 point) Generally competent / adequate
3.1 Investigation	Limited or inappropriate process of investigation. Limited use of information to inform creative practice.	An adequate process of investigation is applied through practical and theoretical approaches, competently using findings to inform creative practice.
3.2 Experimentation	Limited or inappropriate engagement in a process of experimentation to inform ideas and development.	Generally competent engagement in processes of experimentation with concepts, media, materials and techniques, adequately informing ideas and development.
3.3 Evaluation and review	Limited evidence of evaluation and review of process and practice to inform choices about work and intentions.	Evaluation and review is generally competent, with adequate assessment of process and practice used to inform adequate choices about work and intentions.
3.4 Realisation	Limited competence in realising work through use of media, materials, techniques and processes.	Adequate realisation of work through generally competent use of media, materials, techniques and processes.
Assessment criteria at Level 4	Ungraded (0 points) Limited / inappropriate	Pass (1 point) Clear / effective / relevant
4.5 Communication	Limited or inappropriate communication of intentions through work, process and presentation reflecting limited selection and consideration of context and audience.	Clear communication of intentions through work, process and presentation reflecting effective selection and consideration of context and audience.
4.6 Self-directed practice	Limited application of professional behaviours, showing a lack of self-reflection and recognition of own development needs.	Professional behaviours are effectively applied in some aspects of practice, showing clear ability to implement the creative process; generally engages in reflection and personal development to address some aspects of creative practice.

Merit (2 points)

Clear / effective / relevant

A cohesive process of investigation is applied through relevant practical and theoretical approaches, effectively using findings to inform creative practice.

Effective engagement in processes of experimentation with concepts, media, materials and techniques, clearly informing ideas and development.

Evaluation and review is coherent and relevant, with clear analysis of process and practice used to inform effective choices about work and intentions.

Cohesive realisation of work through effective use of media, materials, techniques and processes.

Distinction (3 points)

Accomplished / thorough / pertinent

An accomplished process of investigation is applied through pertinent practical and theoretical approaches, using findings perceptively to inform creative practice.

Accomplished application of experimentation processes, taking some risks with concepts, media, materials and techniques, thoroughly informing ideas and development.

Evaluation and review is thorough and pertinent, with in-depth analysis of process and practice used to inform choices which refine work and intentions.

Accomplished realisation of work through proficient use of media, materials, techniques and processes.

Merit (2 points)

Accomplished / thorough / pertinent

Accomplished communication of intentions through work, process and presentation, reflecting thorough selection and consideration of context and audience.

Professional behaviours are thoroughly applied, showing accomplished ability to manage the creative process independently; thoroughly engages in reflection and personal development to address specific needs and improve creative practice.

Distinction (3 points)

Critical / insightful / sophisticated

Sophisticated communication of intentions through work, process and presentation, reflecting strategic selection and critical consideration of context and audience.

Professional behaviours are integral to ways of working, showing an assured ability to take ownership and strategically manage the creative process throughout, adapting ways of working for own purposes; uses insightful critical reflection and personal development to enhance creative practice.

BTEC Level 4 Foundation Diploma in Art, Design and Media Practice assessment criteria

In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria.

Assessment criteria at Level 4	Ungraded (0 points) Limited / inappropriate	Pass (1 point) Clear / effective / relevant
4.1 Investigation	Limited or inappropriate process of investigation. Limited use of information to inform creative practice.	An effective process of investigation is applied through relevant practical and theoretical approaches, clearly using findings to inform ideas and solutions.
4.2 Experimentation	Limited or inappropriate engagement in a process of experimentation to inform ideas and development.	Effective engagement in processes of experimentation with concepts, media, materials and techniques, clearly informing ideas and development.
4.3 Evaluation and review	Limited evidence of evaluation and review of process and practice to inform choices about work and intentions.	Evaluation and review is coherent and relevant, with clear analysis of process and practice used to inform effective choices about work and intentions.
4.4 Realisation	Limited competence in realising work through use of media, materials, techniques and processes.	Cohesive realisation of work through effective use of media, materials, techniques and processes.
4.5 Communication	Limited or inappropriate communication of intentions through work, process and presentation reflecting limited selection and consideration of context and audience.	Clear communication of intentions through work, process and presentation reflecting effective selection and consideration of context and audience.
4.6 Self-directed practice	Limited application of professional behaviours, showing a lack of self-reflection and recognition of own development needs.	Professional behaviours are effectively applied in some aspects of practice, showing clear ability to implement the creative process; generally engages in reflection and personal development to address some aspects of creative practice.

Merit (2 points)*Accomplished / thorough / pertinent*

An accomplished process of investigation is applied through pertinent practical and theoretical approaches, using findings perceptively to inform creative practice.

Accomplished application of experimentation processes, taking some risks with concepts, media, materials and techniques, thoroughly informing ideas and development.

Evaluation and review is thorough and pertinent, with in-depth analysis of process and practice used to inform choices which refine work and intentions.

Accomplished realisation of work through proficient use of media, materials, techniques and processes.

Accomplished communication of intentions through work, process and presentation, reflecting thorough selection and consideration of context and audience.

Professional behaviours are thoroughly applied, showing accomplished ability to manage the creative process independently; thoroughly engages in reflection and personal development to address specific needs and improve creative practice.

Distinction (3 points)*Critical / insightful / sophisticated*

A sophisticated process of investigation is applied through strategic practical and theoretical approaches, using findings insightfully to inform creative practice.

Sophisticated and deliberate application of experimentation processes taking purposeful risks with concepts, media, materials and techniques, insightfully informing ideas and development.

Evaluation and review is strategic and insightful, with critical analysis of process and practice used to inform insightful choices which significantly refine work and intentions.

Sophisticated realisation of work through purposeful and fluent use of media, materials, techniques and processes.

Sophisticated communication of intentions through work, process and presentation, reflecting strategic selection and critical consideration of context and audience.

Professional behaviours are integral to ways of working, showing an assured ability to take ownership and strategically manage the creative process throughout, adapting ways of working for own purposes; uses insightful critical reflection and personal development to enhance creative practice.

Pearson

BTEC Level 3 and Level 4 creative suite

Level 3 Foundation Diploma in Art, Design and Media Practice

Level 4 Foundation Diploma in Art, Design and Media Practice

540 Diploma in Art and Design Practice (2019)

Extended Diploma in Art and Design Practice (2019)

540 Diploma in Creative Media Practice (2019)

Extended Diploma in Creative Media Practice (2019)

Foundation Diploma in Performing Arts Practice (2019)

Extended Diploma in Performing Arts Practice (2019)

Foundation Diploma in Production Arts Practice (2019)

Extended Diploma in Production Arts Practice (2019)

Foundation Diploma in Music (2018)

Extended Diploma in Music (2018)

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