

# SPECIFICATION

A stylized illustration of a modern building with large, colorful glass panels in shades of red, orange, yellow, green, and blue. Two students, a girl with long dark hair in a grey t-shirt and a boy in a checkered shirt, are standing in the foreground looking at the building.

## BTEC Tech Award in ART AND DESIGN PRACTICE Level 1/Level 2

*First teaching September 2018 | First certification July 2020*

ISSUE 3





# **Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice**

## **Specification**

First teaching September 2018

Issue 3

## **Edexcel, BTEC and LCCI qualifications**

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

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This specification is Issue 3. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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# **Pearson BTEC Tech Awards – introduction**

## **About the BTEC Tech Award suite**

Tech Awards have been developed by Pearson to give learners at Key Stage 4 in England, Northern Ireland and Wales the opportunity to study one or more vocational areas as part of their curriculum. We have developed the qualifications in consultation with secondary school and further education representatives, and subject specialists to ensure that they engage and prepare learners for either academic or vocational progression post-16.

As part of a Key Stage 4 programme, learners will be studying a broad range of GCSEs, including English, mathematics and science. The BTEC Tech Award suite has been designed to allow learners to draw on the knowledge and skills acquired from these subjects where relevant. When studying for a 'BTEC', learners can use the knowledge and skills from GCSEs, giving them the opportunity to apply their academic knowledge to everyday and work contexts.

The BTEC Tech Award suite is an introduction to vocational learning. The qualifications give learners the opportunity to build skills that show an aptitude for further learning, both in the sector and more widely. The approach to the suite is based on well-established BTEC assessment approaches that are proven to be successful in building skills and motivating learners to engage fully with challenging study. There is no limit to progression options as the skills acquired are applicable to a range of post-16 study options.

The BTEC Tech Award suite differs from other BTECs designed to be taken post-16 as the qualifications offer a basis for further study, rather than meeting all the vocational requirements that learners need to progress directly to a job role in a defined occupational area. The focus is on building skills to show aptitude and improving understanding of progression options so that learners who achieve one or more of the qualifications are equipped to go on to become work ready for an occupation post-16.

## **About recognition as Department for Education technical awards**

The BTEC Tech Award suite has been designed to meet the Department for Education (DfE) requirements for qualifications to be offered as technical awards for 14–16-year-olds.

The DfE has set out characteristics for technical awards through which vocational qualifications can be recognised as part of performance measures in the open category of Progress 8. To be recognised as technical awards, it is expected that qualifications will focus on developing sector-specific knowledge and technical skills in a practical learning environment. It is also expected that the qualifications form part of a Key Stage 4 learning programme that enables both academic and vocational progression.

## **About the art and design sector**

The skills developed through art and design education are integral to many roles in the creative industries. The creative sector is a collection of exciting and vibrant industries, including fashion, games, advertising, graphics and publishing, craft and product design, interior design and architecture. Collectively, the creative industries contributed £4.1 billion to the UK economy in 2015, outpacing the overall growth of the economy by 2.5 per cent.



### Summary of Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice Issue 3 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording under <i>Section 8 Final grading and awarding</i> subsection <i>Calculation of the qualification grade</i> has been updated to clarify current practice in ensuring maintenance and consistency of qualification standards.	Page 39
The points thresholds have been updated in the Calculation of grade table.	Page 40
Example 2 has been updated as a Merit award.	Page 41
The wording in <i>Section 9 Administrative arrangements</i> subsections <i>Learner malpractice</i> and <i>Teacher/centre malpractice</i> have been updated to clarify suspension of certification in certain circumstances.	Page 45

### Summary of Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice Issue 2 changes

Summary of changes made between Issue 1 and Issue 2	Page number
Reference to learners in Northern Ireland and Wales was included in the Pearson BTEC Tech Awards – introduction section.	Introduction
Reference to CCEA Regulation and Qualifications Wales was included in Section 8, paragraph 2.	Page 39

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# 1 Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice – Purpose

## Who is the qualification for?

The Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice (Qualification Number: 603/3073/9) is for learners who wish to acquire knowledge and technical skills through vocational contexts by studying the knowledge, skills and processes related to investigating, exploring and creating art and design work as part of their Key Stage 4 learning. The qualification recognises the value of learning skills, knowledge and vocational attributes to complement GCSEs. The qualification will broaden the learners experience and understanding of the varied progression options available to them.

## What does the qualification cover?

The Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The main focus is on four areas of equal importance, which cover the:

- knowledge that underpins effective use of skills, process and attitudes in the sector such as roles, responsibilities, creative process, art and design disciplines and approaches, materials, techniques and processes
- development of key skills that prove aptitude in art and design practice, such as generating and visually communicating creative responses to art and design briefs
- process that underpins effective ways of working in art and design practice, such as generating ideas, prototyping, development, review and refinement
- attitudes that are considered most important in art and design practice, including planning, organisation and communication.

This Award complements the learning in GCSE qualifications, such as the GCSE in Design and Technology, through developing and applying art and design practice skills to commercial opportunities and by enabling learners to apply knowledge and skills in a practical way through project work, such as developing ideas and creating art and design outcomes for specific audiences.

## What can the qualification lead to?

Study of the qualification as part of Key Stage 4 learning will help learners to make more informed choices for further learning, either generally or in this sector. The choices that learners can make post-16 will depend on their overall level of attainment and their performance in the qualification.

Learners who generally achieve at Level 2 across their Key Stage 4 learning might consider progression to:

- A Levels as preparation for entry to higher education in a range of subjects
- study of a vocational qualification at Level 3, such as a BTEC National in Art and Design, which prepares learners to enter employment or apprenticeships, or to move on to higher education by studying a degree in the art and design areas.

Learners who generally achieve at Level 1 across their Key Stage 4 learning might consider progression to:

- study at Level 2 post-16 in a range of technical routes designed to lead to work, to progression to employment, apprenticeships or to further study at Level 3. For these learners, the attitudes and the reflective and communication skills covered in the qualification will help them achieve
- study of art and design post-16, e.g. through a Technical Diploma in Design Production. Learners who perform strongly in this qualification compared to their overall performance should strongly consider this progression route as it can lead to employment in the art and design sector.

## 2 Structure

### 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 performances that directly involve teachers and assessors in teaching, supervising and invigilating learners. Guided learning includes the time required for learners to complete external assessment under examination or 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 reading, revision and independent research.

The Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice has:

- Total Qualification Time: 150 hours
- Guided Learning Hours: 120 hours.

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

### Components

Learners are required to complete and achieve all the components included in the qualification.

Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice				
Component number	Component title	GLH	Level	How assessed
<b>1</b>	Generating Ideas in Art and Design	<b>36</b>	<b>1/2</b>	Internal
<b>2</b>	Develop Practical Skills in Art and Design	<b>36</b>	<b>1/2</b>	Internal
<b>3</b>	Responding to a Client Brief	<b>48</b>	<b>1/2</b>	External Synoptic

The three components focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and, therefore, learners need to achieve all components in order to achieve the qualification.

The components are interrelated and they are best seen as part of an integrated whole rather than as totally distinct study areas. Learners will normally take this qualification over a two-year period or longer. This means that they must be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes over a long period during the course of study before they are assessed. As the interrelated components are not linked to occupational roles, certification is not available at component level.

## Assessment

The three components in the qualification give learners the opportunity to develop a broad knowledge and understanding of the art and design industry, and relevant skills such as research, problem solving, communication and practical skills at Levels 1 and 2.

### Internal assessment

Components 1 and 2 are assessed through internal assessment. Components 1 and 2 can be assessed individually or through a single project provided that evidence for assessment of Component 1 is identified separately to that for Component 2. Learners can also complete two or more projects with evidence for assessment.

Internal assessment of these components has been designed to relate to the achievement of application of the conceptual underpinning for the sector through realistic tasks and activities. This style of assessment promotes deep learning by ensuring the connection between knowledge and practice. The components focus on:

- the development of core knowledge and understanding of a range of art and design work and practice, and the key features that contribute to them, such as practitioners' processes, skills and techniques
- the development and application of skills, such as practical skills, communication and project management
- reflective practice through the development of skills and techniques that allow learners to respond to evaluation, testing and feedback and identify areas for improvement.

Internal assessment is carried out through assignments that are subject to external standards verification. For setting assignments, we provide authorised assignment briefs and guidance in each component. This means that you can adapt materials to your local contexts and assess assignments that provide the valid and rigorous final summative assessment for each component.

You will make grading decisions based on the requirements and supporting guidance given in the components. For further information on using and assessing through assignments, including resubmissions, see *Section 5*.

### External synoptic assessment

There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification. Component 3 builds directly on Components 1 and 2, and enables learning to be brought together and related to a real-life situation.

*Component 3: Responding to a Client Brief* requires learners to select and integrate learning from across the qualification including generating ideas and developing art and design skills and techniques in response to a client brief and stimulus, developing a portfolio and final response for a specified audience.

The design of this external assessment ensures that there is sufficient stretch and challenge, enabling the assessment of knowledge and understanding at the end of the learning period.

The external assessment is based on a key task that requires learners to demonstrate that they can identify and use effectively an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole qualification in an integrated way.

The external assessment takes the form of a set task taken under supervised conditions, which is then marked and a grade awarded by Pearson. Learners are permitted to resit the external assessment once during their programme by taking a new assessment. The external assessment comprises 40 per cent of the total GLH of the qualification and is weighted accordingly in the calculation of the overall qualification grade. This component should be delivered and assessed at the end of the course of study.

Component	Description of task	Availability
<b>Component 3: Responding to a Client Brief</b>	<ul style="list-style-type: none"> <li>Task set and marked by Pearson, completed under supervised conditions.</li> <li>Learners will be provided with a client brief to which they respond with art or design work and a portfolio.</li> <li>The supervised assessment is a maximum of twenty hours and can be arranged over a number of sessions in a twelve week period timetabled by Pearson.</li> <li>60 marks.</li> </ul>	<b>From May 2020 onwards</b>

## Language of assessment

Assessment of the internal and external components for these qualifications will be available in English. All learner work must be in English. A learner taking the qualifications may be assessed in British Sign Language where it is permitted for the purpose of reasonable adjustment. For information on reasonable adjustments see *Section 9*.

## Grading of the qualification

This qualification has a grading scale that fully encompasses achievement at Levels 1 and 2 of the Regulated Qualifications Framework. This enables learners of all abilities to receive appropriate recognition of their achievement and will motivate them to improve and progress during their period of learning and formative assessment. This grading scale also gives clearer information for progression providers on the capability of learners to succeed in post-16 study programmes.

Internally-assessed components are assessed using a grading scale ranging from Level 1 Pass to Level 2 Distinction. Centres report outcomes at five grade points. Please see *Section 5* for guidance on how to assess. Each component has detailed information on how to assess across the grades.

The externally-assessed component is marked and awarded on a continuum, using grading descriptors set at Level 1 Pass, Level 2 Pass and Level 2 Distinction. The outcome is reported at six grade points from Level 1 Pass to Level 2 Distinction. Learners will also receive a points score.

The difference in the grade scale for internal and external components reflects how the final component discriminates performance more fully. This is because of the synoptic nature of the assessment in which a Level 1 Distinction grade is one where there is evidence at Level 2 in part but does not draw consistently on content across the breadth of the qualification.

The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction\*. Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification. The overall grade is a direct aggregation of performance across individual components, with each component weighted according to GLH. Please see *Section 8* for more information on the approach we are using to grade qualifications.

The relationship between qualification-grading scales and component grades will be subject to regular review as part of Pearson's standards monitoring processes. Reviews are carried out on the basis of learner performance and in consultation with key users of the qualification.

## 3 Components

### Understanding your components

The components in this specification set out details of all the knowledge and skills a learner must acquire and the assessment requirements that will support you in preparing your learners.

The components help you to undertake assessment and quality assurance effectively.

The tables here explain the key terms used for the internal and external components. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme read and digest this section.

#### Internal components

Section	Explanation
<b>Component in brief</b>	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
<b>Component introduction</b>	This is designed with learners in mind. It indicates why the component is important and how learning is structured, and might be applied when progressing to further study.
<b>Learning aims</b>	These define the scope of the knowledge and skills that a learner will acquire in the component.
<b>Suggestions for delivery</b>	This gives you guidance on how you may choose to approach delivery of the components in the qualification. Further suggestions for setting assignments can be found in <i>Section 5: Essential information for setting assignments</i> .
<b>Teaching content</b>	This states the knowledge and skills that must be taught. All content is mandatory and includes some examples, denoted as 'e.g.', of what must be delivered.
<b>Assessment criteria</b>	Assessment criteria state the levels of achievement that a learner must demonstrate in their assessment to meet the learning aims. Assessment criteria are used by assessors to determine grading levels for an assessment.
<b>Essential information for assessment decisions</b>	This section gives guidance on the evidence that learners are expected to provide to reach the Level 1 Pass, Merit and Level 2 Pass, Merit and Distinction standards. It also gives examples and clarification.
<b>Resource requirements</b>	This section lists any specific resources that you need to be able to teach and assess. For information on support resources see <i>Section 10</i> .

## External components

Section	Explanation
<b>Component in brief</b>	A brief description of the content of the component. Can be used in summary documents, brochures, etc.
<b>Component introduction</b>	This is designed with learners in mind. It indicates why the component is important and how learning is structured, it might be applied when progressing to further study.
<b>Summary of assessment</b>	Sets out the type of external assessment used and the way it is used to assess achievement.
<b>Assessment outcomes</b>	These show the hierarchy of knowledge, understanding, skills and behaviours assessed.
<b>Essential content</b>	This gives the content that must be taught for the externally-set task. Content will be sampled through the external assessment over time.
<b>Grade descriptors</b>	We use grade descriptors when making judgements on grade boundaries. You can use them to understand what we expect to see from learners at particular grades.



## Component 1: Generating Ideas in Art and Design

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

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### Component in brief

Learners investigate art and design practice to inform generation and communication of ideas.

### Introduction

Effective ideas in art and design are developed through practical research and investigation. Artists and designers can generate ideas through a combination of observation, experience and practice with art and design materials, techniques and processes. Combining an understanding of art and design practice with empathy for the audience supports the development of ideas that are fit for purpose.

In this component, you will develop practical research and investigation skills. These skills will enable you to develop an understanding of how artists and designers produce work for a specific purpose. You will then apply practical ideas generation techniques and consider commercial applications for your ideas and communicate them visually.

This component will enable you to inform and improve your own practice for progression to further training or education. You will develop transferable skills such as research, investigation and interpretation. These skills will support you in progressing to related Level 2 or 3 vocational and academic qualifications.

### Learning aims

- A** Investigate art and design practice
- B** Generate and communicate art and design ideas.

### Suggestions for delivery

Successful delivery of this component will allow learners to develop their understanding of art and design practice and inform their ideas generation. Learners will develop key research and analysis skills by exploring ideas and influences. You may choose to deliver this component before Component 2, or alongside it, while embedding skills for Component 3. Learners may generate evidence for assessment of Components 1 and 2 through a single project as long as the evidence is identifiable separately. Suggestions for setting assignments can be found in *Section 5: Essential information for setting assignments*.

## Teaching content

### Learning aim A: Investigate art and design practice

#### A1 The purpose of research in art and design

- The use of research to help develop understanding and inspire ideas:
  - audience needs: tastes, trends, hobbies, habits, lifestyles, social groups and behaviour
  - empathy: ability to share and understanding of others' experience
  - identify design problems
  - identify common themes and approaches
  - find unique selling points (USPs) that make work stand out.
- Research sources for investigation:
  - primary sources such as artefacts, products, events, galleries and museums, locations and spaces, speaking to artists and designers, practical workshops, lectures, product testing, interviews, survey, role play, observation, simulation
  - secondary sources such as the internet, books, journals, magazines, market data.
- Art and design investigation processes relevant to a specialist area, e.g.:
  - record through drawing, photography, writing, collecting
  - sensory interaction through feeling texture, form, weight, proportion, ergonomics, practicality
  - reading, observing, discussing, note taking and using art and design terminology.

#### A2 Exploring art and design practice

Learners develop understanding of art and design practice through experimenting with materials, techniques and processes that help inform ideas generation.

- Experimenting with art and design practice:
  - formal elements: line, tone, shape, form, pattern, texture, colour, space
  - design principles: balance, emphasis, movement, pattern, repetition, proportion, variety
  - frame and composition, such as rule of thirds, golden ratio, grids, perspective, direction
  - properties of materials, such as commercial, functional, sustainable, traditional, ready-made objects, synthetic, organic/natural
  - techniques and processes: traditional, digital, experimental.
- Exploring the work of others practically:
  - try similar materials, techniques and processes
  - work in a similar style such as abstract, figurative, experimental, functional, decorative, commercial, traditional, contemporary, multicultural
  - visual investigation such as copying, tracing, rearranging.

### **Learning aim B: Generate and communicate art and design ideas**

Learners will explore and experiment with techniques to generate and communicate ideas.

#### **B1 Generating ideas for art and design work**

Learners use experimental and imaginative approaches to generating ideas.

- informing ideas:
  - Identify design problems
  - reflect on audience needs
  - reflect on how others have solved similar design problems.
- Generating art and design ideas to solve problems:
  - formal methods such as brainstorming, mind mapping, mood boards, rapid prototype
  - visual methods such as reduction, addition, distortion, repetition, duplication and juxtaposition.
  - creative problem solving methods such as word play, challenging assumptions, think in reverse, express ideas in different media (pictures, writing, role play, presentation), group work and collaboration, '5 whys' approach.
- Audience and client needs:
  - communication: inform, entertain, evoke emotion, draw attention
  - functionality: enable, simplify, support, transport, protect
  - reflect values: emotional, cultural, environmental, social.
- Ideas for art and design products, e.g.:
  - packaging
  - print media
  - interior
  - product
  - garment
  - accessory
  - textile for interior
  - architecture
  - public art
  - transport
  - web/app
  - game.

#### **B2 Visually communicate art and design ideas**

- The use of techniques to communicate ideas and intentions:
  - present inspiration sources that are relevant to intentions such as image collection, information about theme, similar work, swatches, samples
  - visualise design intentions using formats such as mood board, colour palette, mind map, sketch, annotation, outline, wireframe
  - visualise initial ideas in forms such as rough, test, maquette, sketch, model, collage, samples, draft work, storyboard
  - supporting visuals with information such as diagrams, annotation, explanations.

## COMPONENT 1: GENERATING IDEAS IN ART AND DESIGN

## Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Investigate art and design practice</b>				
<b>A.1P1</b> Demonstration of limited practical research skills. <b>A.1P2</b> Limited exploration of art and design practice.	<b>A.1M1</b> Demonstration of basic practical research skills. <b>A.1M2</b> Basic exploration of art and design practice.	<b>A.2P1</b> Generally adequate exploration of art and design informed by research of art and design practice.	<b>A.2M1</b> Competent exploration of art and design informed by research of art and design practice.	<b>A.2D1</b> Effective exploration of art and design informed by research of art and design practice.
<b>Learning aim B: Generate and communicate art and design ideas</b>				
<b>B.1P3</b> Apply limited ideas generation techniques. <b>B.1P4</b> Show limited ability to visually communicate ideas.	<b>B.1M3</b> Apply basic ideas generation techniques. <b>B.1M4</b> Show basic ability to visually communicate ideas.	<b>B.2P2</b> Generally adequate ideas generation techniques and ability to visually communicate ideas informed by investigation.	<b>B.2M2</b> Competent ideas generation techniques and ability to visually communicate ideas informed by investigation.	<b>B.2D2</b> Confident ideas generation techniques and ability to visually communicate ideas informed by investigation.
<b>Overall component grade</b>				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies <b>either</b> : all Level 1 Merit criteria <b>or</b> all Level 1 Pass criteria <b>and</b> B.2P2.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies <b>either</b> : all Level 2 Merit criteria <b>or</b> all Level 2 Pass criteria <b>and</b> B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a unit grade a learner must complete assignments for all learning aims. Please refer to *Section 5* of the specification for further guidance on internal assessment including how to apply criteria to evidence at Level 1 and Level 2.

### Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

#### Learning aim A: Investigate art and design practice

**Evidence for the assignment:** learners will produce a body of work showing their research of art and design practice in a form relevant to the discipline, for example sketchbook, worksheets, presentation, blog. There will be practical exploration of art and design practice through visual and written methods, with an exploration of materials, techniques and processes. Evidence may be a collection of investigations or a single investigation in support of a specific project.

At Level 2, learners will inform exploration of art and design through research into art and design practice.

At Level 1, learners will demonstrate some research skills and exploration of art and design practice.

**For Level 2 Distinction:** learners will consistently apply research and investigation skills to select relevant examples and materials from a wide range of sources to inform ideas and exploration. They will thoroughly explore how materials, techniques and processes have been manipulated by a broad range of artists and designers, showing a secure ability to explore art and design practice.

**For Level 2 Merit:** learners will apply research and investigation skills with some consistency to select relevant examples and materials from a range of sources to inform ideas and exploration. They will explore how materials, techniques and processes have been manipulated by an adequate range of artists and designers, showing a sound ability to explore art and design practice.

**For Level 2 Pass:** learners will apply basic research and investigation skills with some consistency to select some relevant examples and materials from a range of sources. They will explore how materials, techniques and processes have been manipulated by a basic range of artists and designers. Exploration of art and design practice will be relevant in some areas, but may lack in others. Some of the exploration will be informed by investigation.

**For Level 1 Merit:** learners will begin to apply research and investigation skills to select examples and materials from obvious sources. In some examples, learners will identify, visually or in written form, how the materials, techniques and processes have been used by artists and designers. Practical investigation may not clearly inform exploration of art and design practice. Learners will partially explore how materials, techniques and processes can be used within art and design practice.

**For Level 1 Pass:** learners will attempt to use research skills to locate examples from generic sources. In isolated examples, learners will identify, visually or in written form, how the materials, techniques and processes have been used by artists and designers. Practical investigation may not clearly inform personal exploration of art and design practice, which is mostly literal. Learners will attempt to explore art and design practice.

## COMPONENT 1: GENERATING IDEAS IN ART AND DESIGN

### Learning aim B: Generate and communicate art and design ideas

**Evidence for the assignment:** learners will produce a body of work in a sketchbook or similar format. They will demonstrate a range of art and design ideas generation techniques. These will be informed by an understanding of opportunities for art and design products and their own investigation into art and design practice. Intentions will be supported by a range of visual materials and relevant documentation. Ideas will be visually communicated as a collection of worksheets, a presentation or other suitable format relevant to the discipline.

At Level 2, learners will generate ideas for art and design work based on investigation and visually communicate these with supporting materials.

At Level 1, learners will apply art and design ideas generation and attempt to visually communicate ideas.

**For Level 2 Distinction:** learners will generate a broad range of ideas, most of which will show insight into opportunities available for art and design products and be informed by investigation. Visual communication will show a developed idea, with relevant and specific details and thorough supporting materials.

**For Level 2 Merit:** learners will generate a range of ideas, most of which will show insight into opportunities available for art and design products and be informed by investigation. Visual communication will show a coherent idea, with relevant details and sound supporting materials.

**For Level 2 Pass:** learners will generate a range of ideas, with occasional insight into the opportunities available for art and design products. Ideas will mostly be informed by investigation. Visual communication will show a suitable idea, with inconsistent details and supporting materials.

**For Level 1 Merit:** learners will generate a limited range of ideas, with superficial insight into the opportunities available for art and design products. Investigation will only superficially inform some ideas. Visual communication will show an emerging idea, with some details and supporting materials.

**For Level 1 Pass:** learners will generate a limited range of ideas, with tentative insight into the opportunities available for art and design products. Investigation will only tenuously inform isolated ideas. Visual communication will show an undefined idea, with some details and supporting materials.

### Resource requirements

For this component, learners must have access to:

- an art and design studio
- a range of art and design materials across multiple disciplines, with respective safety equipment
- storage facilities for drying and keeping work safe
- a library and/or internet resources for learners to carry out underpinning research
- an internet connection and digital resources, including cameras and printers.



## Component 2: Develop Practical Skills in Art and Design

Levels: **1/2**

Assessment type: **Internal**

Guided learning hours: **36**

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### Component in brief

Learners will develop practical skills through exploration of specialist materials, techniques and processes.

### Introduction

Artists and designers develop practical skills in specialist disciplines. They improve their practical skills through testing and reviewing their application of techniques and processes to materials.

In this component, you will develop practical art and design skills and explore techniques. You will have the opportunity to work across a range of media used in art and design practice. You will take part in workshops and classes in which you practise skills with materials, techniques and processes. Throughout your skills development, you will review your own progress and consider how you can make improvements. You will then learn how to communicate your process and outcome to show your skills development.

The ability to learn and apply new practical skills through a process of development, reflection and refinement is highly valued in the creative industries. This component will help you to progress to Level 2 or Level 3 vocational and academic qualifications. The component will also enable you to develop transferable skills, such as teamwork, time management and communication, in preparation for further study and employment.

### Learning aims

- A** Develop practical skills through application and review
- B** Record and communicate skills development.

### Suggestions for delivery

Successful delivery of this component will enable learners to make effective use of specialist art and design skills to develop, refine and communicate their work. They should engage in a broad range of art and design activities that focus on working through development in a structured and iterative way. Assessment evidence could be in the form of a number of small assignments/samples that show demonstration of art and design skills. Alternatively, you may choose to deliver this component alongside Component 1, while embedding skills for Component 3. Learners may generate evidence for assessment of Components 1 and 2 through a single project, as long as the evidence is identifiable separately. Suggestions for setting assignments can be found in *Section 5: Essential information for setting assignments*.

## Teaching content

### Learning aim A: Develop skills through application and review

Learners will develop skills through practice and review.

#### A1 Practical skills development

Developing practical skills through the exploration of materials, techniques and processes.

- Applying health and safety practice: work and protective wear, tidy workspace, safe practice with materials and tools, following rules and regulations, protecting the environment.
- Exploring materials relevant to area, e.g.:
  - media such as clay, glass, fabric, wood, plastic, stone, metal, paper, board, foam, plaster, photosensitive materials, ready-made objects, paint, ink, charcoal, graphite, pastel, dye, wax, digital media
  - connections such as glue, nail, screw, bolt, string, wire, cable tie, stitch, fusing, joint, folding, zip, button
  - surfaces such as paper types, card, canvas, glass, plastic, fabric, metal, digital screen, laminate, package, drape.
- Developing skills through traditional, digital or experimental specialist techniques in at least one or more of the following areas:
  - 3D and product techniques such as:
    - making: applying, machining, lathing, constructing, sculpting, carving, modelling, assemblage
    - fabricating: joining, connecting, soldering, welding
    - shaping and forming: casting, hot and cold forming, extrusion, injection moulding, bending, compression moulding, blow moulding, vacuum forming, bending, laminating, three-dimensional forming, throwing, firing
    - surface: glazing, surface decoration and texturing
    - technology: rapid prototyping, CAD, CAM
    - batch production: jig, former, template, pattern, mould
  - digital and graphic techniques such as:
    - image software: image manipulation, vector, raster, illustration, layers, effects
    - print: mono, silkscreen, intaglio, relief
    - photography: lighting, staging, filters, aperture, shutter speed, image quality, focal point, metering
    - design: type, font, layout, continuity, readability, negative space
    - interactive: interface, navigation, menu, levels, usability, code
  - fashion and textile techniques such as:
    - wearables: garment construction, pattern cutting, adornment, illustration, hand and machine stitching, lining, joining, lay planning
    - textiles: print, weave, knit, stitch, pleat, fold, appliqué, pattern, constructed textiles, digital textiles, resist and applied dye, incorporation of media, embellishment, padding, collage, assemblage, fusing, bonding, pressing, patchwork, quilting, embroidery
    - print: mono, silkscreen, relief, digital, lino-cut, transfer, wood-cut, bleaching
    - finishing: raising, bleaching, polishing
    - modelling and prototyping: toiles, CAD, 2D/3D
  - drawing and mark-making techniques such as:
    - technique: descriptive or expressive mark-making, use of surfaces, dry brush, sgraffito, underpainting, wet on wet, blocking in, glazing, outline
    - manipulation: applying, removing, blending, overlaying, mixing
    - format: sketch, outline, diagram, perspective, map, grid, shape, silhouette, wireframe, storyboard, thumbnail, doodle.

### A2 Reviewing and improving skills

Using ongoing review and practice of specialist skills in order to improve.

- Using ongoing review of skills development:
  - learn from mistakes through trial and error
  - consider the craftsmanship of outcomes: finish, impact, visual interest, function, clarity, simplicity
  - identify strengths and development needs and set targets for future improvement
  - respond positively to feedback from others, such as teachers, instructors, peers, critiques, blogs, social networks.
- Improvement of skills through:
  - testing different techniques for different purposes
  - combining materials, techniques and processes
  - making incremental adjustments to draft work or prototypes.

### Learning aim B: Record and communicate skills development

Use methods of recording to document processes and outcomes and communicate skills development.

#### B1 Recording work

- Documenting and staying organised:
  - formats for work such as folders, sketchbook, worksheets, website, blog, journal, logbook
  - keep records of activities using methods such as photography, scanning, annotation, samples
  - look after own work through safekeeping and storage.

#### B2 Communicating skills development

- Exploring how others communicate, e.g.:
  - digital or traditional portfolios
  - design boards, pitches or presentations
  - books, journals and magazines.
- Having a clear and organised approach to communicating:
  - key points in the process are referenced and in a logical order
  - images are clear and show qualities of work
  - writing is clear and supports visual work
  - layout and composition of pages or worksheets is clear
  - use of organising details such as lines, titles, colours, layout or fonts to emphasise key points.

## COMPONENT 2: DEVELOP PRACTICAL SKILLS IN ART AND DESIGN

## Assessment criteria

The assessment criteria determine the standard required to achieve the component.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
<b>Learning aim A: Develop skills through application and review</b>				
<b>A.1P1</b> Tentative application of specialist skills.  <b>A.1P2</b> Limited review and improvement of skills.	<b>A.1M1</b> Basic application of specialist skills.  <b>A.1M2</b> Basic review and improvement of skills.	<b>A.2P1</b> Generally adequate application of specialist skills.  <b>A.2P2</b> Generally adequate review and improvement of skills.	<b>A.2M1</b> Competent application of specialist skills with clear review and improvement.	<b>A.2D1</b> Effective application of specialist skills with reasoned review and consistent improvement.
<b>Learning aim B: Record and communicate skills development</b>				
<b>B.1P3</b> Limited identification and recording of skills.	<b>B.1M3</b> Basic description and recording of skills.	<b>B.2P3</b> Generally adequate presentation and communication of skills.	<b>B.2M2</b> Competent presentation and communication of skills.	<b>B.2D2</b> Effective presentation and communication of skills.
<b>Overall component grade</b>				
Learner evidence satisfies all Level 1 Pass criteria.	Learner evidence satisfies <b>either:</b> all Level 1 Merit criteria <b>or</b> all Level 1 Pass criteria <b>and</b> B.2P3.	Learner evidence satisfies all Level 2 Pass criteria.	Learner evidence satisfies <b>either:</b> all Level 2 Merit criteria <b>or</b> all Level 2 Pass criteria <b>and</b> B.2D2.	Learner evidence satisfies all Level 2 Distinction criteria.

To be given a component grade, a learner must complete assignments for all learning aims. Please refer to *Section 5* of the specification for further guidance on internal assessment, including how to apply criteria to evidence at Level 1 and Level 2.

### Essential information for assessment decisions

Assessors must take account of these definitions and examples in reaching assessment decisions.

#### Learning aim A: Develop practical skills through application and review

**Evidence for the assignment:** learners will demonstrate exploration of a range of practical skills in art and design. Evidence of skills development could be in the form of outcomes such as iterative draft or prototype work with continual review, which shows testing of specialist materials, techniques and processes. Outcomes may include anything from plans, diagrams and prototypes to more polished finished pieces of work. The learner will review and refine until they reach a point they cannot go any further, the resulting pieces along the way are outcomes. Evidence may be presented in the form of sketchbook, presentation, portfolio, blog or worksheets, depending on the relevance to the discipline and sector. Learners will illustrate processes using a combination of techniques such as comparisons, diagrams, drawings, images and annotation.

At Level 2, learners will demonstrate some improvement of specialist skills through a basic process of application and review.

At Level 1, learners will show limited improvement of specialist skills through a superficial process of application and review.

**For Level 2 Distinction:** learners will demonstrate an engaged approach to skills development. They will develop skills in a responsive way to the issues and problems that arise through reviewing their own application of skills. There will be evidence of testing of a broad range of materials, techniques and processes. This will be enabled through reasoned review of progress with focused and sustained practice.

**For Level 2 Merit:** learners will demonstrate a sound approach to skills development. They will develop skills in a responsive way to most of the issues and problems that arise through reviewing their own application of skills. There will be evidence of testing of a range of materials, techniques and processes. This will be enabled through clear review of progress with practice that is mostly relevant and focused.

**For Level 2 Pass:** learners will demonstrate some consistency in approach to skills development. They will develop skills in a responsive way to some of the issues and problems that arise through reviewing their own application of skills. There will be evidence of testing of a range of materials, techniques and processes. This will be enabled through review of progress with practice that is mostly relevant and suitable.

**For Level 1 Merit:** learners will demonstrate some development and application of specialist skills. They will identify obvious problems that arise in their skills application. There will be evidence of testing of a narrow range of materials, techniques and processes. This will be enabled through some review of progress with some adequate practice.

**For Level 1 Pass:** learners will demonstrate an attempt to use and develop specialist skills. They will identify isolated problems that arise in their skills application. There will be tentative evidence of testing of a narrow range of materials, techniques and processes. This will be enabled through isolated review of progress with disengaged practice.

### Learning aim B: Record and communicate skills development

**Evidence for the assignment:** learners will communicate processes and outcomes that demonstrate the development of practical skills. This will include recording of exploration, drafting, testing, use of approaches, review and improvement of skills. The collection of outcomes will present development logically. Outcomes may remain in a sketchbook or use formats such as a website, blog, worksheets, digital sketchbook or presentation boards.

At Level 2, learners will record and communicate the skills they have developed generally consistently.

At Level 1, learners will identify some of the processes they have used and record them inconsistently.

**For Level 2 Distinction:** learners will record and present their processes and outcomes effectively through a wide range of appropriate media to securely demonstrate development of skills. Images and other media will be of high quality and the purpose of each included element will be fully considered. Learners will show thorough consideration of how information is presented and apply confident use of communication methods to direct the viewer. There will be a coherent sequence and organisation of materials throughout the record of activities and outcomes, which are effectively identified.

**For Level 2 Merit:** learners will record and present their processes and outcomes competently through a range of appropriate media to demonstrate development of skills. Images and other media will be of sound quality and the purpose of each included element will be clear. Learners will show sound consideration of how information is presented and apply competent communication methods to direct the viewer. There will be a logical order to the record of activities and outcomes, which are clearly identified.

**For Level 2 Pass:** learners will record and present their processes and outcomes adequately through a range of media that is mostly appropriate to demonstrate development of skills. Images and other media will be of suitable quality and the purpose of each included element will be apparent. Learners will show appropriate consideration of how information is presented and apply communication methods that are suitable. There will be a generally logical order to the record of activities and outcomes, which are mostly identified.

**For Level 1 Merit:** learners will record and describe their processes and outcomes in a basic way through media that is partially appropriate to demonstrate development of skills. Some images and other media will be of suitable quality and the purpose of most elements will be apparent. Learners will show some consideration of how information is presented and apply communication methods that are generally adequate. There will be some consideration of the order of the record of activities and outcomes, which are inconsistently identified.

**For Level 1 Pass:** learners will record and identify some of their processes and outcomes in a basic way through media that is occasionally appropriate to demonstrate development of skills. Isolated images and other media will be of suitable quality and the purpose of some elements will be apparent. Learners will show limited consideration of how information is presented and apply use of communication methods that are simplistic. The order of the record of activities and outcomes will be arbitrary and will occasionally be identified.



### Resource requirements

For this component, learners must have access to:

- an art and design studio
- a range of art and design materials across multiple disciplines, with respective safety equipment
- storage facilities for drying and keeping work safe
- a library and/or internet resources for learners to carry out underpinning research
- an internet connection and digital resources, including cameras and printers.



## Component 3: Responding to a Client Brief

Levels: **1/2**

Assessment type: **External synoptic**

Guided learning hours: **48**

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### Component in brief

Learners will develop a response to a client brief and produce an art and design work.

### Introduction

Artists and designers respond to client briefs to produce outcomes. They continually think about the client's needs and try alternative approaches during development. Once they have developed and created the response, they present it to the client.

In this component, you will interpret a client brief that is asking you to produce specific art or design work for an identified audience. You will use your skills to understand the constraints and the requirements of the brief. You will use planning and organisation skills to ensure that the work can progress and develop in a structured way. You will ensure that the work meets the requirements of the brief by continually reviewing the work in relation to client needs. Finally, you will present the work in an appropriate format for the client, in order to communicate the development and the final response.

This component will help you to progress to Level 2 or Level 3 vocational or academic qualifications that allow you to focus in more detail on your chosen area of art or design, such as Level 3 fashion, photography, graphics or 3D design craft pathways. The component will also enable you to develop transferable skills, such as organisation and communication skills, in preparation for further study and employment.

### Summary of assessment

This external component assesses how learners can apply their research, ideas generation and practical skills within the constraints of a client brief.

A task worth 60 marks will be completed under supervised conditions. The supervised assessment period is a maximum of 20 hours and should be arranged in the period timetabled by Pearson. The assessment availability is May/June only. First assessment is May 2020.

For assessment, learners will be provided with a client brief that they will respond to by producing an art or design final response. Learners will work through a development stage, review their development process outlining their intentions and make a final response for the client. The development and final response will be presented in a portfolio.

Sample assessment materials will be available to help centres prepare learners for assessment.

### Synoptic assessment

This external component is synoptic and builds on the knowledge, understanding and skills acquired and developed in Components 1 and 2. Learners will apply their knowledge and practical skills to the creation of an art or design piece of work in response to a client brief.

## COMPONENT 3: RESPONDING TO A CLIENT BRIEF

### Assessment objectives

**AO1** Demonstrate understanding of client needs

**AO2** Develop and produce a response to a client brief

**AO3** Present a response to a client brief

## Essential content

### A Demonstrate understanding of client needs

Looking at the client brief as a creative challenge and producing a response to the demands and constraints of the brief.

#### A1 Interpreting a brief

- Understanding the client:
  - inform ideas through researching relevant work and inspiration
  - look at relevant organisations and products
  - define client needs and constraints: style, function, purpose
  - define the audience: age, race, gender, income, occupation, location
  - identify the work that needs to be created and creative opportunities
  - plan: time, materials, tools, costs.

#### A2 Considering constraints and intentions

- Creative constraints:
  - technical requirements of the final response: format, material, purpose
  - available materials and resources
  - feasibility of own ideas
  - standing out from similar work.
- Personal intentions:
  - personal skills development
  - building on own strengths.

### B Develop and produce a response to a client brief

#### B1 Working with the client brief

- Organisation skills:
  - identifying priorities
  - setting targets
  - using planning tools and technology.
- Prepare for a project:
  - health and safety
  - checking resources and facilities are adequate
  - checking plans, measurements and methods
  - taking measures to safeguard work and having a contingency by backing-up data, anticipating issues, creating multiples, planning alternatives.

#### B2 Applying a creative process through different disciplines

- Applying industry approaches relevant to a project:
  - 3D and product: visualisation, mock-up, working prototype, final prototype
  - digital and graphic: visualisation, digitising, information organisation/layout, testing on stock/screen, outputting
  - fashion and textiles: illustration, pattern design/cut, sample, toile, construct, finishing, live model, adjustment
  - photography: planning, studio/location, lighting, staging/documentary, editing/manipulation, printing, outputting
  - illustration: observation, rough/sketch/drafting, sampling, creating, edition, retouching.

## COMPONENT 3: RESPONDING TO A CLIENT BRIEF

- Consider constraints of the brief by:
  - working within the constraints of the brief
  - selecting the most adequate tests in relation to the brief
  - using suitable materials and techniques for the audience
  - addressing quality issues: technical, finish, function.

### **C Present a response to a client brief**

#### **C1 Reviewing work based on client needs**

- Review:
  - fitness for purpose: clarity of message, ease of use, accessibility, appropriateness
  - audience expectation: what the audience expects in comparison to the quality of the actual work
  - how well work relates to the audience: materials, techniques and processes.

#### **C2 Presenting own work to a client**

- Presenting development and final response in a portfolio for a client:
  - digitising work through photography or scanning and software
  - showing key stages of the project: initial ideas, materials and techniques tests, review stages, final response
  - stages of refinement using images and or annotation
  - presentation: structure, layout, organisation, style, clarity.
- Presenting intentions through images and annotation to a client:
  - changes in direction
  - creative decisions
  - management of constraints
  - justifying changes.
- Showing the final response: details, different angles, details of texture and materials.

## Grade descriptors

To achieve a grade, a learner is expected to demonstrate these attributes across the essential content of the component. The principle of best fit will apply in awarding grades.

### **Level 1 Pass**

The project will show some basic evidence of the development process, which will include some inconsistencies and lapses in focus on meeting the needs of the brief. The project development will show basic application of skills and limited exploration of possible responses which tentatively address the needs of the client brief. Learners will produce a basic development review, with tentative description of ideas for the final response. There will be superficial consideration of the needs of the client brief and an attempt to inform the final response through research and exploration. The final response will show some basic practical skills. It will not be fully developed and will address some needs of the brief in a simplistic way. The portfolio will show an inconsistent use of presentation, written and visual techniques to communicate the development and final response for a client.

### **Level 2 Pass**

The project will show evidence of a generally balanced approach to the development process to meet the needs of the brief. The project development will demonstrate an appropriate application of skills and an appropriate exploration of possible responses which partially address the needs of the client brief. Learners will produce a sound development review, with general description of ideas for the final response. There will be adequate consideration of the needs of the client brief and some ideas for the final response will be informed through research and exploration. The final response will show sound use of practical skills to develop work that meets the needs of the brief in an appropriate way. The portfolio will show adequate use of presentation, written and visual techniques to communicate the development and final response for a client.

### **Level 2 Distinction**

The project will show evidence of a balanced approach to the development process used confidently to meet the needs of the brief. The project development will demonstrate effective application of skills and a considered exploration of possible responses which confidently address the needs of the client brief. Learners will produce a comprehensive development review, with a developed description of ideas for the final response. There will be detailed consideration of the needs of the client brief and ideas for the final response will be thoroughly informed through research and exploration. The final response will show confident use of pertinent practical skills to develop work that effectively synthesises ideas to meet the needs of the brief in a thoughtful way. The portfolio will show effective and consistent use of presentation, written and visual techniques to communicate the development and final response for a client.





## 4 Planning your programme

### Is there a learner entry requirement?

As a qualification designed to be used in Key Stage 4, there are no formal entry requirements. It is assumed that learners are studying GCSEs and other BTEC Tech Award qualifications alongside this qualification. As a centre, it is your responsibility to ensure that learners who are recruited make reasonable progress and are likely to achieve at this level. Overall achievement can be improved by highlighting links between this qualification and other qualifications as part of a Key Stage 4 programme of learning, such as through project-based learning.

### What level of sector knowledge is needed to teach this qualification?

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 that will prepare them for progression.

### What resources are required to deliver this qualification?

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

### How does this qualification contribute to Key Stage 4 learning?

This qualification provides opportunities to apply learning from GCSE English, mathematics and science to vocational learning. For example, the skills developed in extended writing can be applied when communicating knowledge and understanding of practitioners' work; the skills developed in calculating and approximating dimensions and material quantities can also be applied when communicating creative intentions.

### What makes good vocational teaching?

The approach to vocational teaching must be led by what is right for the particular sector. Therefore, each component includes delivery guidance and suggested assessment tasks. Using this information, our free delivery guidance and the authorised assignment briefs, you can build a course that contextualises learning in real-life and/or employment scenarios. This draws naturally on the kind of broader attributes valued in the sector, for example researching, planning, problem solving and communicating, as well as the more general skills needed in work that fit well with project-based learning, for example teamwork and independent learning.

## 5 Internal assessment

### Principles of internal assessment

This section gives an overview of the key features of internal assessment and how you can offer it effectively. The full requirements and operational information are given in the *Pearson Quality Assurance Handbook* available on our website. When internal assessment is operated effectively it is challenging, engaging, practical and up to date. It must also be fair to all learners and meet national standards.

In this qualification, there are two internally-assessed components. These will be assessed through assignments set by the assessment team using the guidance and examples we provide. As these components are graded spanning Level 1 and Level 2 of the Regulated Qualifications Framework, our well-established approach to BTEC assignments has been retained and adapted to the needs of these learners.

At the start of the learning period for this qualification, learners will be introduced to vocational contexts for their learning, often for the first time, and they will then build up a detailed appreciation of the sector and some of the technical skills required to succeed. This requires an extended period of learning and formative assessment that supports learners in understanding the context, developing skills and aptitudes. Learners will move on to undertake realistic vocational tasks involving wider attributes such as teamwork, presentation, self-management, research and analysis.

Formal assignments to assess performance are distinct periods of assessment that learners understand are being used to judge the learning aims. These will be separate from the practice and exploration activities that have been used during the learning period.

When setting assignments, you need to take account of the requirements of the component format as explained in *Section 2*. The assignments must relate to both Level 1 and Level 2.

For example:

- achievement at Level 1 is consistent with learners using basic information to complete a task, giving some indication of whether what has been done is successful
- achievement at Level 2 in the same task could require learning to demonstrate a broader understanding through solving straightforward problems related to the task, gathering information to help learners do that and commenting on how effective their actions have been.

### Operating internal assessment

#### The assessment team

So that all assessment is planned and verified, it is important that there is an effective team for internal assessment. For these qualifications, it is likely that the team will be small but it is still necessary to ensure that the assessment process is followed. Full details are given in the *Pearson Quality Assurance Handbook*.

The key roles are:

- the Lead Internal Verifier (Lead IV) for the qualification has responsibility for planning, record keeping and standard setting for the qualification. The Lead IV registers with Pearson annually and organises training using our support materials
- Internal Verifiers (IVs) check that assignments and assessment decisions are valid and that they meet our requirements. In a small team, all people will normally be assessors and IVs. No one can verify their own actions as an assessor
- assessors set or use assignments to assess learners to national standards.

## Planning and record keeping

The Lead IV should make sure that there is a plan for assessment of the two internal components and maintain records of assessment undertaken. The key records are:

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

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

## Setting assignments

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide. There may be specific observed practical components during the assignment period. Assignments can be divided into tasks and may require several forms of evidence. We provide authorised assignment briefs and guidance in each component for setting assignments. You can adapt materials to your local contexts.

A valid assignment will enable a clear and formal assessment outcome based on the assessment criteria. In order to support you and to make sure that all learners nationally are being assessed fairly and consistently to the national standards, we give details in components on the assignments and in authorised assignment briefs to show how valid assignments can be set. You can choose to use the materials we provide or to adapt them to take account of your local circumstances, provided that assignments are verified.

When setting your assignments:

- provide a vocational scenario or context that motivates the learner to apply their learning for a purpose and audience
- give learners clear tasks and structures for evidence – the assessment criteria are not written for this purpose
- ensure that learners are drawing on the specified range of teaching content
- specify the type and quality of evidence that a learner should produce.

The specified teaching content is compulsory. The evidence for assessment need not cover every aspect of the teaching content, as learners will normally be given particular examples, case studies or contexts in their assignments.

Full definitions of types of assessment are given in *Appendix 1*. Some of the main types of assessment are:

- oral or written presentations with assessor questioning
- practical assessments with observation records and supporting evidence
- work logbooks, reflective journals.

The form(s) of evidence selected must allow a verifier to check the assessor's decisions independently. For example, when you are using performance evidence, you need to consider how supporting evidence can be captured through recordings, photographs or task sheets.

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

## Essential information for setting assignments

This Tech Award has been designed to enable the delivery of the internal components in distinct forms. You may select either approach, but must ensure that evidence for each component is separately identified.

**Combined delivery of components:** As both components complement each other, you may deliver both together over the duration of the programme prior to the external assessment. The advantage of this structure is that lessons and projects can move between the content of each component. It would be possible to assess both components in a single large project or in multiple small projects that are combined for assessment provided that the evidence for each component is clearly identified.

**Separate delivery of components:** You may prefer to deliver the components separately. Should you do so, it is recommended that you deliver Component 1 before Component 2 to ensure that learners have the underpinning knowledge required for Component 2. It is possible to assess each component in a single, large project or in multiple, small projects that are combined for assessment. Care should be taken to avoid a purely written assessment of Component 1 as the investigation requires practical testing of knowledge-based learning.

Suggested examples of how assignments may be set are outlined here. You should also refer to the authorised assignment briefs on our website.

### Combined delivery of components

#### Component 1: Learning aims A and B

#### Component 2: Learning aims A and B

#### Description

Learners will identify a design problem within a brief and look at how others have resolved problems for similar products. Learners will use research and exploration to investigate the design problem, similar works in industry and relevant art and design practice. Learners will then respond to the exploration and undertake a period of ideas generation using materials, techniques and processes. They will then apply the development process using specialist art and design materials, techniques and processes. Learners will use iterative stages to refine their outcomes and skills through review, providing evidence of skills development. Throughout the assignment, learners will record their work and present it in a portfolio.

#### Example task(s)

With reference to traditional, digital and experimental work:

- investigate relevant art and design products (Component 1)
- explore materials, techniques and processes in response to a brief (Component 1)
- visually communicate how a design problem could be solved using ideas generation techniques (Component 1)
- review skills and refine outcomes (Component 2)
- record and communicate processes and outcomes to show development of skills (Component 2).

#### Evidence

The components can be combined in the same body of work using a format such as a blog, design boards or sketchbook. Evidence must fully meet the requirements of the assessment criteria for both components, which need to be separately identified.

**Separate delivery of components****Component 1: Learning aims A and B****Description**

Learners will investigate art and design practice related to a brief requiring a specific art and design product. In response to research, learners will explore art and design practice. They will explore ideas generation processes informed by investigation and exploration. Ideas and intentions for an outcome will be communicated visually in an appropriate format relevant to the discipline they are working in.

**Example task(s)**

With reference to professional traditional, digital and experimental work:

- investigate relevant art and design products
- explore materials, techniques and processes in response to a brief
- visually communicate how a design problem could be solved using ideas generation techniques.

**Evidence**

Evidence must fully meet the requirements of the assessment criteria and could include: presentation of how artists and designers have applied the creative process to a project for a defined purpose, outlining how this supports the learner's idea for a specific design solution.

**Separate delivery of components****Component 2: Learning aims A and B****Description**

Learners will follow a technical brief to produce a specific outcome such as design for an interior, garment or product. They will then apply the development process using specialist materials, skills and techniques. Learners will review and improve skills, throughout the assignment, providing evidence for each skill. Learners will record their skills and present this in a portfolio.

**Example task(s)**

With reference to professional traditional, digital and experimental work:

- develop practical skills and outcomes
- review and refine outcomes
- record and communicate processes and outcomes.

**Evidence**

Evidence must fully meet the requirements of the assessment criteria and could include: a portfolio of work presented in a folder or similar format such as a blog, design boards or sketchbook. This should combine review and development work through annotation and images.

## Making valid assessment decisions

### Assessment decisions through applying assessment criteria

Assessment decisions for these qualifications are based on the specific criteria given in each component. In order to apply the criteria, centres should be aware of the difference between Level 1 and 2 of the Regulated Qualifications Framework. At both levels, learners are expected to take responsibility to complete tasks completely and correctly. The differences include:

- **at Level 1** – completion of tasks using evidence that may be simple, structured, routine, using given information and using simple judgements and basic factual information
- **at Level 2** – completion of tasks using evidence that may be semi-structured or unstructured, using researched or analysed information, showing understanding, problem solving and using own judgement.

The way in which the learner has provided evidence against the tasks will indicate the level they are working at.

Each internal component shows how grades can be awarded using clear and unambiguous criteria. Each assignment shows a hierarchy of criteria that should be considered holistically to apply to the evidence. It should be understood that, in each of the two levels, a learner demonstrating achievement for a higher grade would need to do so through satisfying the lower grade criteria. For example, if a Level 2 Merit criterion requires the learner to 'compare' and the related Level 2 Pass criterion requires the learner to 'explain', then in making a comparison the learner will need to 'explain'.

When a learner has completed the assessment for a component, you can give a component grade.

<b>Level 2 Distinction</b>	A learner has satisfied all the Level 2 Distinction criteria for the component through: <ul style="list-style-type: none"> <li>• outstanding performance that fully addresses all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.</li> </ul>
<b>Level 2 Merit</b>	A learner has shown high performance across the component through <b>either</b> : <ul style="list-style-type: none"> <li>• having satisfied all the Level 2 Merit criteria for all learning aims <b>or</b></li> <li>• having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.</li> </ul>
<b>Level 2 Pass</b>	A learner has satisfied all the Level 2 Pass criteria for the learning aims through: <ul style="list-style-type: none"> <li>• showing coverage and understanding of content at a good standard and appropriate skill demonstration.</li> </ul>
<b>Level 1 Merit</b>	A learner has shown an acceptable standard across the component, addressing a range of content and demonstrating some understanding through <b>either</b> : <ul style="list-style-type: none"> <li>• having satisfied all the Level 1 Merit criteria for all learning aims <b>or</b></li> <li>• having achieved the Level 1 Pass criteria and showing a good standard of performance in the final assignment as defined by the Level 2 Pass criteria.</li> </ul>
<b>Level 1 Pass</b>	A learner must satisfy all Level 1 Pass criteria for the learning aims through: <ul style="list-style-type: none"> <li>• showing basic knowledge and an ability to complete routine tasks.</li> </ul>
<b>U</b>	A learner who does not satisfy all the Level 1 Pass criteria should be reported as having a U grade.

### **Making assessment decisions using criteria**

As an assessor, you review authenticated learner work and make judgements on standards using the assessment criteria and the supporting information given in components and training materials. The evidence from a learner should be judged using all the relevant criteria. In making a judgement, you should consider whether evidence is present and sufficiently comprehensive.

Once the team has agreed the outcome, a formal assessment decision is recorded and reported to learners. 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 assignments and supervising them during the assessment period. Assessors must take care not to provide direct input, instructions or specific feedback that may compromise authenticity.

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

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

Assessors must complete a declaration that:

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

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

During assessment, an assessor may suspect that some or all of the evidence from a learner is not authentic. The assessor must then take appropriate action using the centre's policies for malpractice. Further information is given in *Section 9*.

### **Resubmission of improved evidence**

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

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

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

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

For assessment to be fair, it is important that learners are all assessed in the same way and that no learners are advantaged by having additional time or the opportunity to learn from others. Therefore, learners who do not complete assignments by the planned deadline or an authorised extension deadline (if one was given for specific circumstances) may not have the opportunity to subsequently resubmit. Similarly, learners submitting work that is not their own should not be given an opportunity to resubmit.

The outcome of any resubmission of the assignment by the learner is then recorded as the final decision.

A learner who has not achieved their expected level of performance in the relevant learning aims **after resubmission** of an assignment may be offered a single retake opportunity using a new assignment. The highest grade that may be awarded is Level 1 Pass.

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



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

### Continuing quality assurance and standards verification

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

The key principles of quality assurance are that:

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

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

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

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

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for the BTEC Tech Award qualifications. 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.

## 7 External assessment

### Role of external assessment for the BTEC Tech Award suite

External assessment in the BTEC Tech Award suite comprises 40 per cent of the total qualification GLH. The external assessment is weighted to contribute the same proportion of the overall qualification grade. To ensure that the assessment is fully challenging and that the grading of the component reflects performance in a qualification as a whole, the assessment is synoptic and is taken at or near the end of a learner's programme. Our approach ensures that learners are able to show depth of understanding through being able to apply their conceptual and sector knowledge in practical contexts. The external assessment is rigorous but fully valid as preparation for progression to vocational qualifications.

This section gives an overview of the key features of external assessment and how you, as an approved centre, can offer it effectively.

### External assessment

The *Summary of assessment* section in Component 3 sets out the specific arrangements for the external assessment. The external assessment is taken in a maximum of twelve-hours of supervised conditions and four weeks of informal supervision that can be taken over a number of sessions in a twelve week period timetabled by Pearson. The expected evidence that must be submitted is explained in the component and sample assessment materials (SAMs). Your learners will undertake the external assessment during the period timetabled by Pearson.

### Timing of external assessment

External assessment for this qualification is available in May from 2020 onwards. Learners should be entered for the external assessment towards the end of their period of study. Learners are permitted to resit the external assessment once. In making entries for external assessment, you need to consider the nature of the set task and whether learners are likely to benefit more from a resit or from having a longer period to prepare. If a learner requires a resit then they must take a new external assessment task and will not be able to reuse any evidence from their first attempt.

### Sample assessment materials

Each externally-assessed component has a set of sample assessment materials (SAMs) that accompanies this specification. The SAMs are there to give you an example of what the external assessment will look like in terms of the feel and level of demand of the assessment.

The SAMs show the range of possible activity types that may appear in the actual assessments and give you a good indication of how the assessments will be structured. While SAMs can be used for practice with learners, as with any assessment, the content covered and specific details of the activities will vary in each assessment.

These sample assessments can be downloaded from our website. We will provide further materials over time to support assessment, for example sample marked learner work, further sample materials and examiner feedback.

## Conduct of set tasks for external assessment

The external assessment is set and marked by Pearson. You need to ensure that learners are aware that they need to work independently and of the requirements for any external assessment.

We define degrees of control for assessments for BTEC qualifications as:

- **high control**  
this is the completion of assessment in formal invigilated examination conditions
- **medium control**  
this is completion of assessment, usually over a longer period of time, which may include a period of supervised conditions. The supervised conditions may allow learners to access resources, prepared notes or the internet to help them complete the task.
- Further information on responsibilities for conducting external assessment is given in the document *Instructions for Conducting External Assessments (ICEA)*, available on our website, [qualifications.pearson.com](http://qualifications.pearson.com) (search for *ICEA*).

Pearson marking and awarding grades

### Marking

Pearson will allocate standardised examiners to mark the evidence remotely. Your Examinations Officer will be given guidance as to how to send this evidence to us or the examiner directly.

We review quality of marking throughout the marking period and ensure that our examiners mark to the agreed marking scheme during this time.

### Awarding of grades

Awarding is used to set grade boundaries and ensure that standards are maintained over time. This is important, as we must ensure that learners have the same opportunity to achieve, regardless of the assessment opportunity. This means that grade boundaries can change across different assessment opportunities based on the raw marks but that the resulting grades are fair and consistent.

### Results issue

Results are issued in line with advertised timeframes, which can be found in the 'key dates' section of our *Information Manual* available on our website: [qualifications.pearson.com](http://qualifications.pearson.com) (search for *key dates*).

## 8 Final grading and awarding

### Awarding and reporting for the qualification

This section explains the rules we apply in awarding a qualification and providing an overall qualification grade for each learner.

The awarding and certification of the qualification will comply with the requirements of the Office of Qualifications and Examinations Regulation (Ofqual), CCEA Regulation and Qualifications Wales.

### Eligibility for an award

In order to be awarded a qualification, a learner must complete and achieve **all three components with a grade Level 1 Pass or above** and achieve the **minimum number of points** at a grade threshold.

Learners who do not pass all components shown in the structure will not achieve a qualification, even if they have enough points at a grade threshold.

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

### Calculation of 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 some element of compensation in that a higher performance in some components may be balanced by a lower outcome in others.

The *Calculation of qualification grade* table, set out later in this section, shows how BTEC Tech Awards are awarded at seven grades from Level 1 Pass to Level 2 Distinction\*. The table 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 available in the latest version of the specification 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.

### Points available for internal components

The table below shows the number of points available for internal components, depending on the grade awarded.

<b>U</b>	0
<b>Level 1 Pass</b>	9
<b>Level 1 Merit</b>	15
<b>Level 2 Pass</b>	22
<b>Level 2 Merit</b>	29
<b>Level 2 Distinction</b>	36

### Points available for external components

Raw marks from external components will be awarded points based on performance in the assessment. Pearson will automatically calculate the points for the external component once the external assessment has been marked and grade boundaries have been set.

The points available at each grade in the external component is as follows:

<b>U</b>	0
<b>Level 1 Pass</b>	12–17
<b>Level 1 Merit</b>	18–23
<b>Level 1 Distinction</b>	24–29
<b>Level 2 Pass</b>	30–35
<b>Level 2 Merit</b>	36–41
<b>Level 2 Distinction</b>	42–48

### Calculation of qualification grade table

<b>Grade</b>	<b>Points threshold</b>
<b>Level 1 Pass</b>	30
<b>Level 1 Merit</b>	44
<b>Level 1 Distinction</b>	58
<b>Level 2 Pass</b>	72
<b>Level 2 Merit</b>	95
<b>Level 2 Distinction</b>	105
<b>Level 2 Distinction*</b>	114

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

## Examples of grade calculations based on table applicable to registrations from September 2018

**Example 1:** Achievement of an Award with a Level 1 Pass grade

Component	Type	Grade	Points
1	Internal	Level 1 Pass	9
2	Internal	Level 1 Merit	15
3	External	Level 1 Merit	18
		<b>Level 1 Pass</b>	<b>42</b>

**Example 2:** Achievement of an Award with a Level 2 Merit grade

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	Level 2 Distinction	36
3	External	Level 2 Merit	36
		<b>Level 2 Merit</b>	<b>101</b>

**Example 3:** An unclassified result

Component	Type	Grade	Points
1	Internal	Level 2 Merit	29
2	Internal	U	0
3	External	Level 2 Merit	36
		<b>U</b>	<b>65</b>

The learner has a U in Component 2.

The learner has enough points for a Level 1 Distinction grade but has not met the minimum requirements for a Pass in all components.

## 9 Administrative arrangements

### Introduction

This section focuses on the administrative requirements for delivering BTEC Tech Award qualifications. It will be of value to Quality Nominees, Lead IVs, Programme Leaders and Examinations Officers.

### Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification and that appropriate arrangements are made for internal and external assessment. You need to refer to our *Information Manual* for information on making registrations for the qualification and entries for external assessments.

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

### Access to assessment

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

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

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

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

The Pearson Equality and Diversity policy is on our website.

### Administrative arrangements for internal assessment

#### Records

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

#### Reasonable adjustments for assessment

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

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



### Special consideration

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

### Appeals against assessment

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

## Administrative arrangements for external assessment

### Entries and resits

For information on the timing of assessment and entries, please refer to the annual examinations timetable on our website. Learners are permitted to have one resit of an external assessment where necessary.

### Access arrangements requests

Access arrangements are agreed with Pearson before an assessment. They allow learners with special educational needs, disabilities or temporary injuries to:

- access the assessment
- show what they know and can do without changing the demands of the assessment.

Access arrangements should always be processed at the time of registration. Learners will then know what type of arrangements are available in place for them.

### Granting reasonable adjustments

For external assessment, a reasonable adjustment is one that we agree to make for an individual learner. A reasonable adjustment is defined for the individual learner and informed by the list of available access arrangements.

Whether an adjustment will be considered reasonable will depend on a number of factors, to include:

- the needs of the learner with the disability
- the effectiveness of the adjustment
- the cost of the adjustment; and
- the likely impact of the adjustment on the learner with the disability and other learners.

Adjustment may be judged unreasonable and not approved if it involves unreasonable costs, timeframes or affects the integrity of the assessment.

### Special consideration requests

Special consideration is an adjustment made to a learner's mark or grade after an external assessment to reflect temporary injury, illness or other indisposition at the time of the assessment. An adjustment is made only if the impact on the learner is such that it is reasonably likely to have had a material effect on that learner being able to demonstrate attainment in the assessment.

Centres are required to notify us promptly of any learners that they believe have been adversely affected and request that we give special consideration. Further information can be found in the special requirements section on our website.

### Dealing with malpractice in assessment

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

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

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

Note that the procedures we ask you to adopt vary between components that are internally assessed and those that are externally assessed.

### Internally-assessed components

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 and maladministration in vocational qualifications* document gives full information on the actions we expect you to take.

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

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

### Externally-assessed components

External assessment means all aspects of components that are designated as external in this specification, including preparation for tasks and performance. For these assessments, centres must follow the JCQ procedures set out in the latest version of *JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures* ([www.jcq.org.uk](http://www.jcq.org.uk)).

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.

### Learner malpractice

Heads of Centres are required to report incidents of any suspected learner malpractice that occur during Pearson external assessments. We ask that centres do so by completing a *JCQ Form M1* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) and emailing it and any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Team at [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

### Teacher/centre malpractice

Heads of Centres are required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. Heads of Centres are requested to inform the Investigations Team by submitting a *JCQ Form M2a* (available at [www.jcq.org.uk/exams-office/malpractice](http://www.jcq.org.uk/exams-office/malpractice)) with supporting documentation to [pqsmalpractice@pearson.com](mailto:pqsmalpractice@pearson.com). Where Pearson receives allegations of malpractice from other sources (for example Pearson staff or anonymous informants), the Investigations Team will conduct the investigation directly or may ask the head of centre to assist.

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

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

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

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

### Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties.

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

- disqualification from the qualification
- being barred from registration for Pearson qualifications for a period of time.

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

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

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

### Certification and results

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

### Results issue

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

### Post-assessment services

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

## Additional documents to support centre administration

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

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

## 10 Resources and support

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

### Support for setting up your course and preparing to teach

#### Schemes of Work

The free Schemes of Work give suggestions and ideas for how to teach the qualifications, including teaching tips and ideas, assessment preparation and suggestions for further resources.

#### Course planner

High-level overview of how to plan teaching term by term over one and two years.

### Support for teaching and learning

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

- teacher support, including slides and interactive activities via the ActiveLearn Digital Service
- teaching and learning resources may also be available from a number of other publishers. Details of Pearson's own resources and all endorsed resources can be found on our website.

### Support for assessment

#### Sample assessment materials (SAMs) for externally-assessed components

Sample assessment materials are available for the externally-assessed component and can be downloaded from the Pearson Qualifications website. An additional set of sample assessment materials for the externally-assessed component will also be available, allowing your learners further opportunities for practice.

#### Sample assessment materials (SAMs) for internally-assessed components

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

We do provide a service in the form of Authorised Assignment Briefs, which are approved by Pearson Standards Verifiers. They are available via our website or on myBTEC.

#### Sample marked learner work

To support you in understanding the expectation of the standard at each grade, examples of marked learner work at PM/MD grades linked to the Authorised Assignment Briefs will also be made available on the Pearson Qualifications website.

## Training and support from Pearson

### People to talk to

There are many people who can support you and give you advice and guidance on delivering your BTEC Tech Awards. They include:

- Standards Verifiers – they can support you with preparing your assignments, ensuring that your assessment plan is set up correctly, and support you in preparing learner work and providing quality assurance through sampling
- Subject Advisors – available for all sectors. They understand all Pearson qualifications in their sector and so can answer sector-specific queries on planning, teaching, learning and assessment
- Customer Services – the 'Support for You' section of our website gives the different ways in which you can contact us for general queries. For specific queries, our service operators can direct you to the relevant person or department.

### Training and professional development

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

## Appendix 1

### Glossary of terms used for internally-assessed components

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

Term	Definition
<b>Analyse</b>	Examine methodically and in detail, typically in order to interpret.
<b>Apply</b>	Put knowledge, understanding or skills into action in a particular context.
<b>Arbitrary</b>	Where connections are not relevant.
<b>Assess</b>	Present a careful consideration of varied factors or events that apply to a specific situation or identify those that are the most important or relevant, and arrive at a conclusion.
<b>Communicate</b>	To convey ideas or information to others.
<b>Compare</b>	Identify the main factors relating to two or more items/situations, explain the similarities and differences, and in some cases say which is best and why.
<b>Define</b>	State or describe exactly the nature, scope or meaning of something.
<b>Demonstrate</b>	Carry out and apply knowledge, understanding and/or skills in a practical situation.
<b>Describe</b>	Give a clear, objective account in their own words, showing recall, and in some cases application, of relevant features and information. Normally requires breadth of content coverage.
<b>Evaluate</b>	Bring together all information and review it to form a conclusion, drawing on evidence, including strengths, weaknesses, alternative actions, relevant data or information.
<b>Explain</b>	Provide details and give reasons and/or evidence to support an argument.
<b>Explore</b>	Try out the qualities of materials, techniques or processes through practical investigation, with some record of results and actions.
<b>Identify</b>	Indicate the main features or purpose of something.
<b>Illustrate</b>	To clarify information using examples, such as visuals, diagrams and writing.
<b>Imbalanced</b>	Having a preferred method or approach that may not be entirely suitable.
<b>Inform</b>	Apply assessment of information to the decision making process.
<b>Intention</b>	A plan for a solution that shows forethought and consideration.
<b>Investigate</b>	Carry out research or trial activities to increase understanding of the application of factual information.

Term	Definition
<b>Iterate</b>	Make incremental developments.
<b>Justify</b>	Give reasons or evidence to support an opinion.
<b>Outline</b>	Summarise or indicate the principal features of something or a brief description or explanation with main points.
<b>Realise</b>	Produce outcomes that correspond to intentions.
<b>Refine</b>	Improve initial work, taking review into account.
<b>Reflect</b>	Think carefully and review information and/or performance – includes articulating ideas, concepts, activities, findings or features.
<b>Research</b>	Detailed study of a subject in order to reach a new understanding.
<b>Response</b>	Practical and personal answer to a problem or reaction to stimulus.
<b>Review</b>	Assess formally based on appropriate evidence or information with the intention of instituting change if necessary.
<b>Secure</b>	Well practised ability and skills.
<b>Select</b>	Choose the best or most suitable option related to specific criteria or outcomes.
<b>Show</b>	Demonstrate using practical skills.
<b>Simple</b>	Routine and frequently, with few steps or complexity..
<b>Tentative</b>	Hesitant and lacking confidence.
<b>Visually communicate</b>	Enable the audience to appreciate the visual aspects of ideas.





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