

Pearson BTEC

Level 3 and Level 4 Foundation Diplomas in

Art, Design and Media Practice



Delivery Guide

Version 1.1

Contents

Introduction	2
Moving to these qualifications	2
Qualification design	4
Planning	6
Assignments	7
Teaching content	9
Teaching teams	11
Integrating skills	13
Employer engagement	16
Evidence	17
Feedback	18

Introduction

What is the delivery guide?

The qualifications can be used to deliver any specific art, design and media discipline or as a general art, design and media programme. As an entirely new qualification design with no discrete units, the delivery guide is a complimentary support material for the BTEC Level 3 and Level 4 Foundation Diploma in Art, Design and Media Practice. It was created to offer suggestions on how the qualifications can be delivered, based on wide discussions with tutors, experts and employers.

The delivery guide is in no way prescriptive and you are free to use or adapt the guidance in any way you feel best suits your learners within the rules specified in the specification.

Moving to these qualifications

Making it easy to move from another qualification

You may be planning to start your new cohort on these qualifications or already have learners on an art, design and media programme. Either way, you should not have to significantly change the type of course design that you have been using. The transition can be quite seamless and the following section has some suggestions to make this possible.

Switching mid-programme from BTEC RQF or QCF or other awarding organisation

If you have already started delivering another qualification and want to switch cohorts mid programme, we offer an opportunity to recognise prior learning (RPL) to enable learners to be moved from one qualification to the other. The process is relatively straightforward and we can help with any concerns.

- You can find useful information on RPL [here](#).
- Please contact us if you have questions or need support [here](#).

Starting this qualification having previously delivered the 2010 QCF BTEC Foundation Diploma in Art and Design

This guidance is for tutors who used to deliver the 2010 BTEC QCF Foundation Diploma in Art and Design, but are starting the new BTEC Foundation Diploma in Art, Design and Media Practice qualification. The main difference here is that the qualification is not split up into units, and is therefore more flexible.

The assignments you previously used should be a valid starting point, but you are not restricted by the need to target specific units. You are encouraged to use this as an opportunity to review and refresh your delivery, and explore innovative ways to enhance learning. You may wish to:

- Review the assignments that related to the Exploratory and Pathway Stages on the previous QCF qualification, and develop these for use as formative projects in the Exploratory phase, leading up to the Final Major Project.
- Consider how these assignments work together to develop learners' skills and understanding. You will probably find that you can simplify nature of the assignments, as they do not need to target specific Pass criteria for designated units.
- Map the assignments you used to deliver to the new common assessment objectives, to ensure that learners have sufficient practice and development opportunities in each area.
- Allow for a period of portfolio building at the end of the first set of assignments as these skills will be required for learners applying for Higher Education places.
- Map the Final Major Project assignment you used to deliver to the new common assessment criteria.

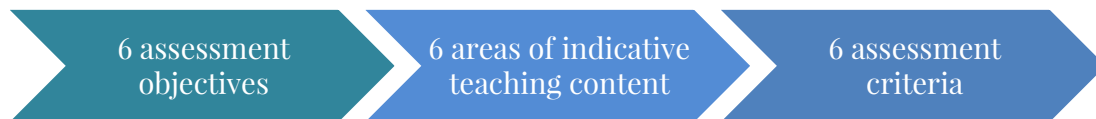
Note that in the Confirmatory phase, learners will complete a self-identified Final Major Project, as they did with the previous QCF qualification.

Qualification design

How assessment works

To simplify the qualification, it has been designed around six types of skill. Each assessment objective has a straightforward structure that clearly connects to the relevant teaching content and assessment criteria:

- Six assessment objectives
- Six areas of indicative teaching content
- Six assessment criteria:
 1. Investigation
 2. Realisation
 3. Experimentation
 4. Communication
 5. Evaluation and review
 6. Self-directed practice



The 6 equal assessment criteria

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

The six assessment criteria are assessed once for the Diploma. The six grades per assessment criterion are recorded individually, allowing for full compensation across the qualification.

Summative assessment forms for the Level 3 and Level 4 Diplomas are provided [here](#).

For the **Level 3 Foundation Diploma**, a learner will be assessed against a mixture of Level 3 and Level 4 criteria:

- Criteria 1-4 are Level 3.
- Criteria 5 and 6 are Level 4.

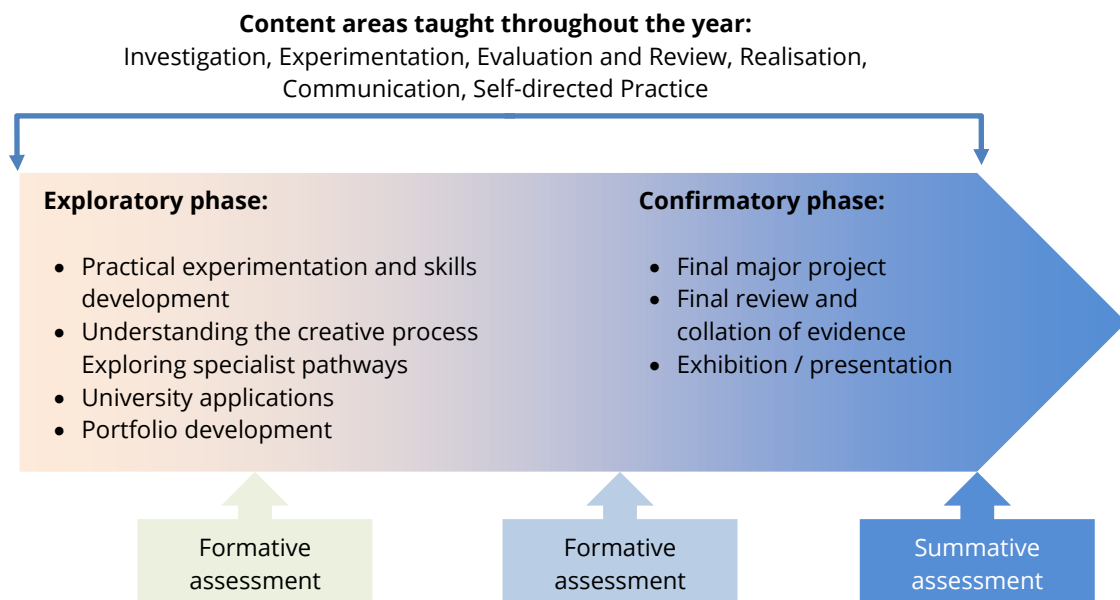
For the **Level 4 Foundation Diploma**, all assessment criteria are at Level 4.

Assessment Criteria	Level 3 Foundation Diploma	Level 4 Foundation Diploma
AC1 Investigation	3.1: Use investigation to inform creative practice	4.1: Conduct investigation to inform and support creative practice
AC2 Experimentation	3.2: Explore concepts and practices through iterative experimentation	4.2: Use iterative experimentation to inform concepts and creative practice
AC3 Evaluation and review	3.3: Use evaluation and review to inform creative practice	4.3: Apply processes of evaluation and review to inform creative practice
AC4 Realisation	3.4: Develop techniques for realising intentions	4.4: Apply techniques to realise creative intentions
AC5 Communication	4.5: Communicate ideas and intentions through creative practice and outcomes	
AC6 Self-directed practice	4.6: Demonstrate engagement with self-directed practice	

Planning

Structuring the programme

The qualification is flexible and you can design the programme around your needs, timeframe, type of learner and teaching expertise. It is intended to be delivered through two main phases: an initial exploratory phase, and a final confirmatory phase. The timeframe for these phases is deliberately flexible to accommodate diverse needs. It is expected that centres provide periodic formative feedback throughout the programme. This allows learners to discuss their progress with tutors and agree actions to develop knowledge and skills in their chosen pathway. In addition to this, centres must schedule at least two formal formative assessment points prior to learners starting their final major project. The following is a recommendation of how you could structure your programme to give learners the opportunity to reach their maximum potential.



Teaching practise and assignments

Teaching can take place before assignments or can continue once learners have been given assignments. However, it is important that the work learners submit has been done independently.

During the exploratory phase, any assignments you set are formative. This means that they are used to help learners develop and demonstrate knowledge, understanding and skills that reflect the assessment objectives, but they are not summatively assessed against the assessment criteria at that point. This also allows you to be flexible in the types of assignments you set. They may be a combination of short practical workshops, more ambitious projects, and client-based briefs.

For the confirmatory phase, learners will propose a self-identified Final Major Project, designed to cover all the assessment criteria.

At the end of the confirmatory phase, learners will select and collate the evidence they wish to submit for summative assessment. It is likely that much of the evidence will be from their Final Major Project, but they are free to select their best evidence from across the whole programme.

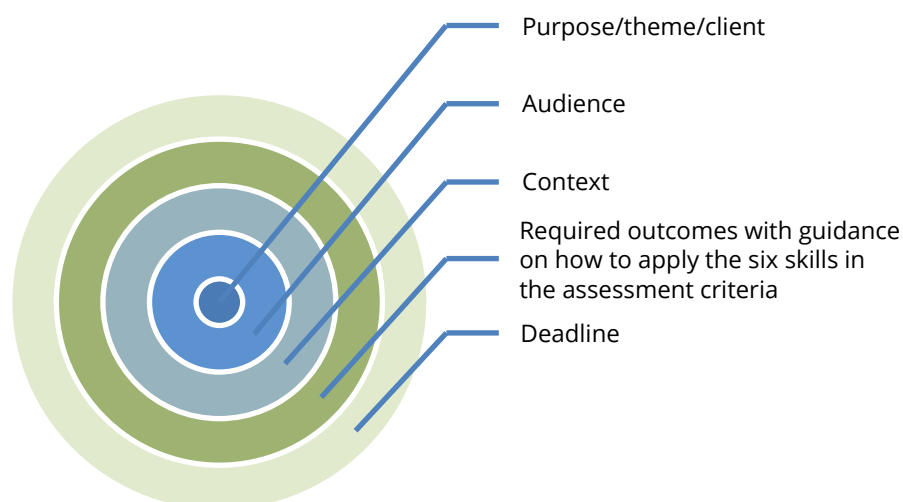
Assignments

Creating formative assignments

To achieve the criteria, learners will need clear assignments that are designed around the teaching content and the six common assessment criteria. Assignments can be projects used as a teaching and skills building mechanism, or as ways to contextualise workshops, mini-briefs or sub-projects which lead up to a larger project.

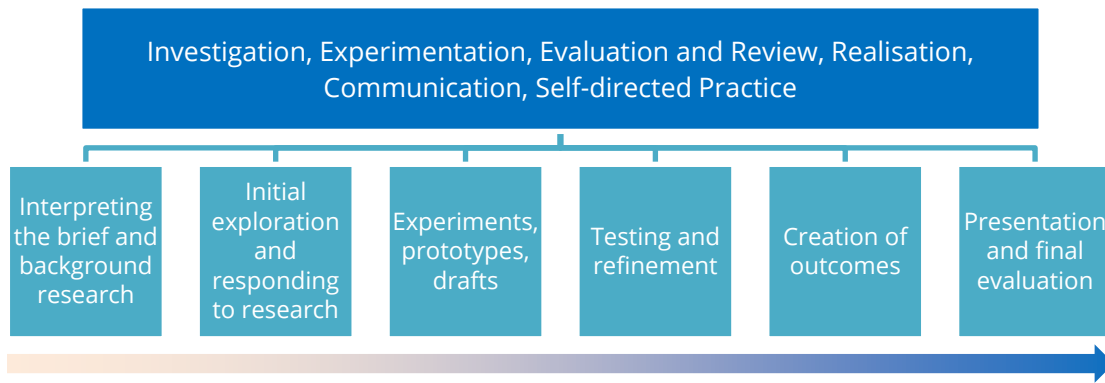
What to include in the assignment

For examples of assignments, please see the [qualification page](#) on the Pearson website. To help learners prepare for professional practice, they will benefit from assignments with clear guidance on:



Guidance on covering assessment criteria in assignments

The six assessment criteria are not discrete skills that are applied on their own. They will all contribute to tasks that you set within assignments. Assessment for the qualification is holistic and will take place at the end of the programme. This gives learners every opportunity to develop to the best of their ability. A typical assignment should reflect how a practitioner would work.



Types of assignment

You are free to design the types of assignments you feel will best prepare your learners. Further information in assignments might include:

- Inspirational starting points
- Technical information on outcomes
- Background and information about the theme or client, etc.

It may be useful to design assignments based on the progress learners have made. Those that have just started may need more scaffolding and support, whereas learners further on may require less. Some considerations may include:



Single outcome assignments may be useful earlier on where underpinning skills may still need to be developed with a lot of structure.



Multiple outcome assignments can support understanding of how practitioners work across multiple channels. For example, an assignment could include tasks to develop a window display and an advert featuring the window display. Integrating products helps build learners ability to synthesise skills and awareness of audiences. This approach may be useful for larger assignments.



Multidisciplinary assignments with tasks that require skills from across different disciplines can support experimental approaches. For example, a graphics project that requires print or drawing work as part of the outcomes. This approach may be useful in the early stages, where learners are still exploring different specialist pathways.



Written work assignments can support critical thinking and broaden opportunities for those that may progress to non-production types of careers, such as journalism and curating. Assignments with only written outcomes may contribute to the summative assessment by providing evidence of contextual understanding.

Teaching content

Teaching content

A diverse approach to teaching, learning and practise of the content is encouraged to support inclusion, deep understanding, experimental development and differentiation. A range of teaching methods for the content is encouraged and could include any or all of the following:

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

Covering the content

Learners should be taught all of the content. Some aspects of the content (such as those highlighted below) are clarified with examples, indicated by 'e.g.'. These examples are indicative, and you should teach them as appropriate, according to how they relate to the programme and type of learner you are working with.

- **Iterative problem solving**
 - Defining problem.
 - Evaluation:
 - integration of testing, e.g.:
 - user
 - audience
 - function.
 - Defining evaluative criteria, e.g.:
 - fitness for purpose
 - market
 - production
 - intentions
 - communication
 - feasibility e.g. resources, cost, time
 - sustainability
 - accessibility.

Teaching the content

You may find there are other alternatives that are equally valid to use, but it is important that learners consider the main content headers and what possibilities there would be relating to that part of the content.

For example, in the content shown on the previous page, it would be valuable for learners to consider:

- Integration of testing:
 - If it is a functional product, what will it be used for, who is the target user and what are their needs?
 - If it is intended for public consumption, who is the audience and how will they engage with the piece?
 - How will you test this?
- Defining evaluative criteria:
 - What is the intended outcome?
 - How well does it communicate your intentions, or
 - How well does it perform its intended function?
 - Are there the resources, time and budget to produce it?
 - Is it sustainable to produce?
 - Is it accessible to the intended user/audience?

Covering technical skills

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

The technical skills content of your programme will depend on the specialist pathways offered, and those chosen by your learners. The qualification is designed to accommodate the full range of specialist disciplines across art, design and media. Therefore, the content focuses on transferrable creative skills and understanding.

The application of technical skills is assessed across all criteria, but particularly in the realisation of finished outcomes.

Teaching teams

Teaching teams and individual responsibilities

There are numerous ways teaching could be divided among the team, but the six common criteria are not separable and rely on each other to be demonstrated across each learner's work.

Putting it all together

There are many ways to resolve this, but these generally fall into two main categories:

- all tutors teach on assignments together in an integrated way.
- all tutors to teach their own specialisms in isolation and simultaneously.

The examples below show how a number of tutors on a programme might work.

Example 1: Collaborative team teaching

Assignments are devised as a team, considering what each tutor can contribute. Skills are taught in a synthesised way. During the Exploratory phase, learners develop skills through a series of workshops covering the pathways offered. They then integrate different specialist skills within the initial assignments, before choosing an individual response in their chosen specialist pathway for the later assignments. Deadlines are agreed and learner progress on the programme is monitored through regular discussions and shared tracking data. Requires a flexible approach and ongoing communication between tutors.

Tutors	Exploratory phase				Confirmatory phase
Photography	Skills building workshops with input from all tutors	Multi-disciplinary assignment with input from all tutors	Specialist response to generic assignment with input from all tutors	Specialist response to generic assignment with input from all tutors	Final Major Project with input from all tutors
Video					
Fashion					
Art practice					

Example 2: Independent teaching

Following initial skills building workshops, Learners choose their specialist pathway and each tutor sets and manages their own projects with timeframes negotiated across the teaching team. Feedback is given on development of specialist skills. Learners will have multiple projects and deadlines to manage and consideration will need to be given to how learners will be able to synthesise skills across the programme. Formative assessment is done by each tutor independently, and summative assessment at the end of the programme is done holistically as a teaching team, positively rewarding consistent strengths shown by learners across different specialist areas.

Tutors	Exploratory phase		Confirmatory phase
Photography	Skills building workshops with input from all tutors	Photography assignments	Final Major Project with specialist input from pathway tutor
Video		Video assignments	
Fashion		Fashion assignments	
Art practice		Art practice assignments	

Team teaching assignments

Here are some ideas of multidisciplinary assignments and how tutors can work together on the same assignments:

Fashion and video assignment

- Fashion tutor develops pattern cutting and garment construction skills for garments in the video
- Photography tutor develops images to use in the video.
- Graphics tutor develops images to use on garments and in the video
- Textiles tutor develops fabrics to use in garments.

Graphics and web assignment

- Graphics tutor develops web design skills to host materials
- Photography tutor works on images to use on the website
- Print tutor produces illustration work to include on website
- Drawing tutor develops hand lettering words to use on website.

Product design and furniture assignment

- Product design tutor develops product development techniques
- Fashion tutor develops techniques for manipulating structures of fabrics
- Photography tutor develops skills for marketing outcomes
- Textiles tutor develops fabrics.

Game character assignment

- Games tutor develops animatic and 3D modelling skills
- Fashion tutor develops silhouette and clothing drawings
- Graphics tutor develops digital illustration to draw characters
- Photography tutor captures poses and costumes to use as the basis for character development.

Integrating skills

Skills learnt in each assignment will be refined as learners progress, which is why summative assessment takes place at the end of the programme. It is valuable for learners to go over the content repeatedly in different ways and in increasing depth as they progress through the programme. This also provides opportunities for developing skills for future assignments.

Integrating portfolio skills

Evidence for summative assessment will likely be a body of work from several assignments and practical exercises. Learners will need some guidance on how to select work that best evidences their skills against the assessment criteria, and submit work in formats that best reflect the nature and qualities of work. These skills should be considered throughout the programme, and will be important to support learners applying to university. Preparation of a portfolio for summative assessment could be done in stages, after each assignment, or delivered as a dedicated portfolio building assignment at the end of the programme:

Preparing the summative portfolio as the learner progresses

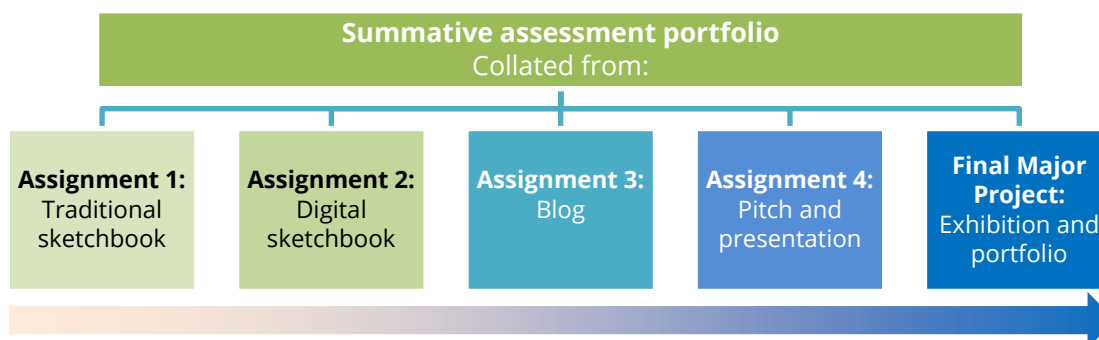


Having a final assignment for the summative portfolio:



Integrating recording skills

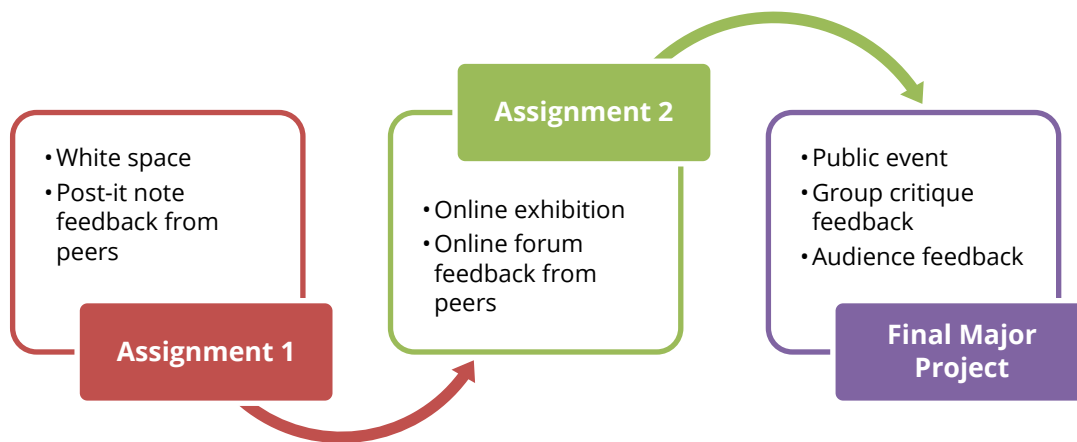
Sketchbooks may be a conventional space for developing work for assignments. However, learners can benefit from using different platforms and formats for recording development. One way to do this is to expect a different format for each assignment, for example:



Integrating exhibition skills

Exhibitions, shows, screenings and/or events are fantastic ways of engaging audiences and creating a forum for displaying work and gathering feedback. They help instil a clear and defined timetable for production and move work into a public sphere. These are often left to the end of the year for final shows, but this can cause issues as learners may not have practiced the skills required.

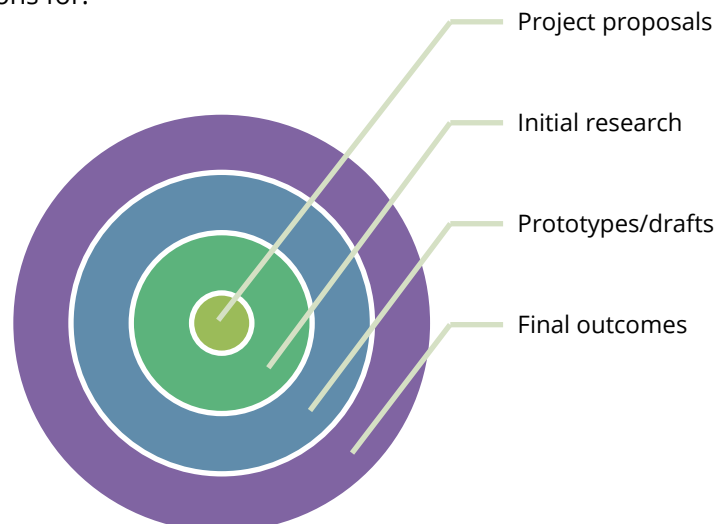
One way to support them would be to include an exhibition at the end of each assignment throughout the year. This doesn't have to be a large scale exhibition that interrupts the studio space or teaching significantly, and could just be for their peers and tutors. Any opportunity to think about how work is presented and communicated is useful:



These mini exhibitions can be useful for critiques and discussions. They can take increasingly more professional forms in order to develop communication skills. For example, early exhibitions of work can include simple post-it note feedback with a single area of strength and an area for development from everyone in the class. Later events can include stand-up discussions as learners develop confidence, potentially even including employers, clients or external stakeholders.

Integrating presentation skills

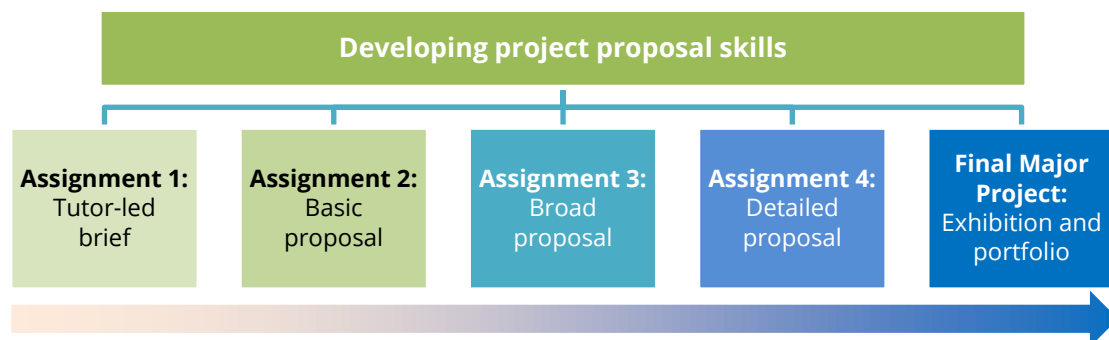
Presentations of work don't just have to be for outcomes. They are useful for structuring assignments and ensuring deadlines are met. Tasks in assignments could include presentations for:



Integrating project proposal skills

The Final Major Project prepares learners for professional practice where their project management needs to be organised with significant forethought. In order to do this, learners need to produce a project proposal.

This may be a big jump for learners and it is advisable to prepare them for this type of professional practice. It is possible to start embedding project proposal skills through embedding project proposal tasks within assignments. The number of assignments in assessment units is up to you, but the following indicates how you may build up the proposal skills:



Integrating advanced skills development

The qualification has a significant emphasis on the need for learners to develop advanced skills in line with the teaching content. In order to do this, you may want to set a range of workshops and classes to develop learners' skills further, while at the same time preparing them for the Final Major Project and summative assessment at the end of the programme.

One way to do this is to use a series of short assignments in useful specialist areas to broaden and deepen skills, using these as a way of revising and preparing for the Final Major Project. A student might choose to not select this work when they collate their portfolio for summative assessment, but they are incredibly useful to develop skills. How much time you spend developing skills before the Final Major Project will depend on:

- The specialist skills learners still need to develop after choosing a specialist pathway.
- How well learners are prepared for the Final Major Project.
- The length of time your learners will be able to sustain engagement with the Final Major Project.

Employer engagement

These qualifications are vocational and designed to prepare learners for careers in art, design and media. Whilst not a requirement of the qualifications, employer engagement is an invaluable way for learners to experience the types of project constraints, client and audience needs and workplace practice they will encounter in their careers.

There are many ways to involve employers that can increase levels of motivation, instil focus and improve professional practice. Ideally, all learners will experience some form of employer engagement within the programme, such as:

Real assignment briefs	Co-written assignments	Work experience
Supporting assessment	Feedback on learner work	Visiting speakers and masterclasses
Workplace visits	Presentations to employers	Observation records

Employer engagement ideas

Companies:

- Current or previous assignment briefs.
- Workplace visits or work experience.
- Visiting speakers, masterclasses or input on assessment.
- Partnerships in programme design.

Charity or not-for-profit organisations:

- Often have a cause that needs greater public awareness or support.
- Increase inclusivity, equality and diversity.
- Opportunities for work to be displayed at locations or online initiatives.
- Opportunities for charitable work and events.

Galleries and museums:

- May have an actual space for exhibiting work.
- Have an actual programme of displays that learners can respond to.
- Often have dedicated education officers to work with.

Competitions

- Provide specific constraints for work.
- Can be adapted to an assignment with guidance on how to cover the criteria.
- Can motivate learners in order to submit work for real competitions.
- Potentially used for differentiation or extra-curricular projects.

Evidence

Summative evidence for assessment

Learners are not expected to submit all of their work from the whole programme. They should develop a professional approach to selecting and presenting work that demonstrates their skills across the six assessment criteria. Tutors may discuss selection of available work, clarify the requirements of the assessment criteria, and provide guidance on presentation formats, but the decisions on what evidence to submit for summative assessment should be the learners' own.

Portfolio formats:

Learners will submit a portfolio of work at the end of the programme. The work must be clearly recorded, organised and presented in the most appropriate format to reflect the qualities of the work in either a physical or digital/online portfolio. Portfolios of work and outcomes may also be presented in a final exhibition alongside the outcomes of the Final Major Project.

You can help to define formats that your learners might use for submitting evidence that best reflects their type of practice. For example, a fashion learner may need large A1 sheets. A video learner may need an online showreel and blog. A graphics learner may need an online portfolio. Whatever the format, portfolios should be developed to reflect professional practice, showing understanding of appropriateness for entry into industry or access HE.

Types of evidence could include:

- Physical work/artefacts (physical outcomes should be presented where relevant, especially where they are large scale, 3-dimensional and/or require interaction).
- Scans and photographs.
- Written annotation/commentary.
- Presentations, audio recordings, video files/clips.
- Planning and research.

Non art, design and media work evidence

There may be some evidence that would not normally sit in a portfolio. In these cases, learners should incorporate these as well as possible into the portfolio, by including clear links and instructions for the assessor. This may include work such as:

- Observations and statements from employers.
- Video records of presentations, pitches or mock interviews.
- Essays or written work.

Feedback

Guidance on giving feedback

Feedback is an essential part of the learning process and formative feedback is crucial for the development of learners. However, it is important that work learners submit for assessment is done independently.

Tutors should keep in mind several key concepts relating to feedback:



Feedback during teaching and preparation – tutors will need to introduce concepts and skills for learners to develop. During teaching, you are using your best professional judgement about the nature, quantity and level of feedback. Such as identifying areas for learner focus and progression, feedback on development of skills (such as practise workshops) and feedback on how to improve study skills. Group critique sessions are also a very useful way to encourage peer feedback and discussion.



Feedback during the Final Major Project – the work learners produce for the Final Major Project should be their own. They will need to make overall decisions about what they intend to produce and what specific actions to take. While learners are producing work, you can continue to give general feedback and support, particularly around the development of knowledge. This would include guidance on an approach to the assignment, confirmation of deadlines and what the criteria are. But should refrain from telling learners what specific direction to take. Notice that the distinction here is that learners should be encouraged to reflect on their ideas and consider their next step, thus making personal decisions.



Feedback following summative assessment – on the summative assessment record, tutors should give feedback on the criteria achieved/not achieved. This should cover what has been done well and what needs improvement in future, general behaviour and what the learner could have drawn on. It should not provide a list of instructions on how to achieve a higher grade.

