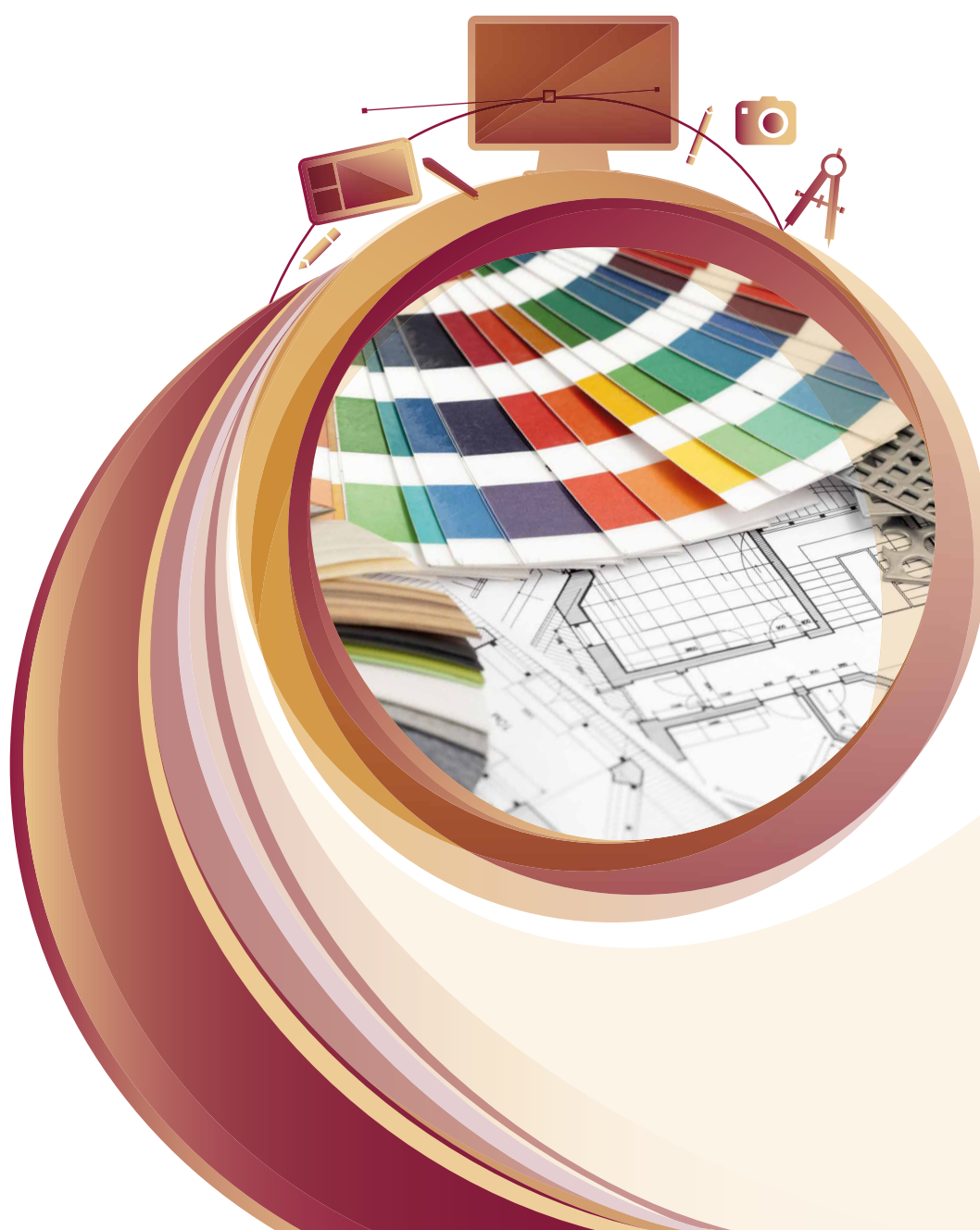


Pearson Higher Nationals in Art and Design

Qualification Guide

First Teaching from September 2017

First certification from 2018



Level
BTEC
Higher
National
Certificate



Level
BTEC
Higher
National
Diploma



Introducing your new Pearson BTEC Higher Nationals in Art & Design

BTEC is one of the world's most successful and best-loved applied learning brands, engaging students in practical, interpersonal and thinking skills for more than thirty years.

Pearson BTECs are work-related qualifications for students taking their first steps into employment or those already in employment and seeking career development opportunities. Pearson BTECs provide progression into the workplace either directly or via study at university and are also designed to meet employers' needs. Pearson BTEC Higher National qualifications are therefore widely recognised by industry and higher education as the principal vocational qualification at Levels 4 and 5.

“ A word from our subject expert

“It is a great pleasure to present the new Higher Nationals in Art & Design. This qualification offers a new approach to art & design in the Higher Nationals; bringing greater emphasis to the professions and opportunities within the creative industries. The combination of new pathways and units will allow students to develop the skills and knowledge necessary to work within one of the most dynamic and growing areas of the global economy.

Recognising the diversity of roles within the creative industries, and the need for both specialist technical skills and broad employability skills, the new qualification seeks to embed this range of skills throughout the units; stressing both the creative and the professional.

The structure of the new qualification aims to provide centres with a flexible framework in which to develop specialist curriculum that can be 'tuned' to local requirements.

In developing these qualifications, we have worked closely with industry experts, universities, colleges and students to ensure that we are offering a qualification that supports students today and into the future”

”

Professional courses developed collaboratively with subject experts

With input from industry, employers, professional bodies, tutors, students, and higher education institutions, the new Pearson BTEC Higher Nationals have been designed to better meet the needs of a changing market. The result is a qualification suite designed and developed to meet professional standards, recognised by employers and universities, which develop not only academic skills and abilities, but work-readiness skills.

The objectives of the redevelopment of the BTEC Higher Nationals have been to ensure:

- employer engagement;
- work relatedness;
- opportunities for progression to further higher education;
- alignment with UK higher education expectations; and
- qualifications which are up to date with current professional practice and include professional accreditation and opportunities to gain vendor certification where possible.

What's new?

For your new Pearson BTEC Higher National qualifications, we are building on what you've told us you value most:

- **Essential subject knowledge** needed by students to progress successfully into further study or to the world of work;
- **Refreshed content** that is closely aligned with employers' and higher education needs for a skilled future workforce;
- **Assessments that consider cognitive skills** (what students know) along with affective and psychomotor skills (what they can do and how they behave);
- **An assessment strategy** that supports progression to Level 6 studies and also allows centres to offer assessment relevant to the local economy, reflecting the strengths of different learning styles;
- **Learning outcomes** mapped against SFIA (Skills Framework for the Information Age) standards where appropriate;
- **Robust quality assurance measures** that serve to ensure that all stakeholders (e.g. professional bodies, universities, computinges, vendors, centres and students) can feel confident in the integrity and value of the qualification.

Sector Input

In developing the Higher Nationals, Pearson has sought to engage with a broad range of stakeholders; to inform the educational and vocational context in which the qualification will be situated.

Education Sector Input

Through the consultation process and the writing of new units, we have worked with representatives from:

- South Cheshire College
 - Bradford School of Arts & Media
 - Walsall College of Arts & Technology
 - Chichester College
 - London College UCK
 - Solihull College
 - Belfast Metropolitan College
 - West Herts College
 - Southampton Solent University
 - Swindon College
 - Newham College of Further Education
 - Dundalk Institute of Technology
 - Knowlsey Community College
 - Leicester College
 - Warwickshire College Group
 - MK College
 - Dudley College of Technology
 - University of Northampton
 - University of Leeds
- University of the Arts London
 - Fashion Retail Academy
 - Canterbury College
 - Dublin Institute of Technology
 - Leeds Beckett University
 - Sunderland College
 - The Manchester College
 - National Society for Education in Art & Design
 - L'École Européenne De Graphisme et Publicité
 - Creative Industries Sector Input
- Through the External Stakeholder Advisory Group, and individual meetings, the following have been consulted in the development of this the qualification:

 - BWA Design
 - Together Design
 - Design Business Association
 - The Partners

Key Features of the New Qualifications

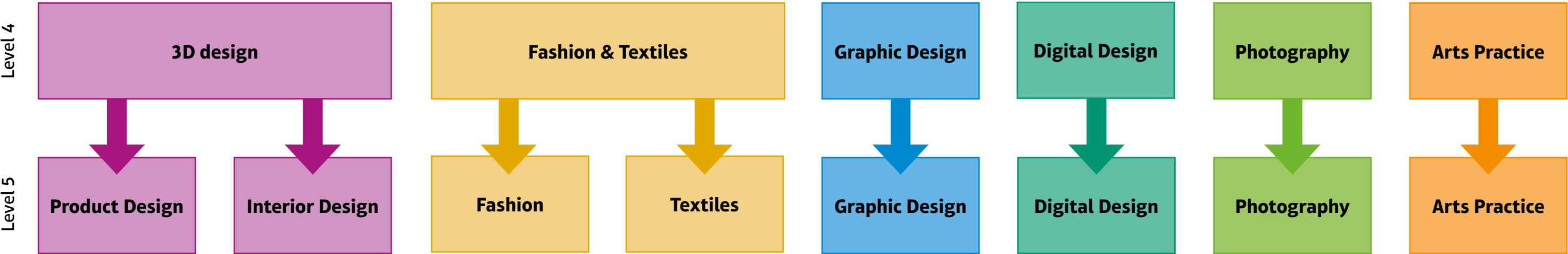
'Soft Skills'/Study Skills - It is recognised that key skills for all those working within an increasingly complex industry are:

- communication
 - collaboration
 - commercial awareness
- time management
 - problem-solving

Commercial Skills/Commercial Awareness - Discussions with members of the External Stakeholder Advisory Group pointed out the need for graduates to have better understanding and awareness of the commercial context of the creative industries. This is further underpinned by sector research, as noted above. Curriculum in support of commercial skills and awareness should encompass those in relation to working within a commercial context (understanding deadlines, budgets, invoicing, etc.). In addition, with recognition of the high-proportion of self-employment and 'portfolio careers'; there graduates should also be familiar with different funding models ('shared economy', public funding, etc.), the funding application process, and entrepreneurship.

Flexibility and Localisation - Within sector research, as well as during discussions at the External Stakeholder Advisory Group, there is a recognition of the convergence and overlap between subject areas. There are few roles within the creative industries which are seen as being 'hermetic' or 'monolithic'. Rather, there is an increasing need for graduates to be able to work 'across' different fields utilising different modes of practice.

Practice-based Units - At both Level 4 and Level 5, the qualification now includes units which are intended to provide centres with scope to deliver key subject content, but to also (particularly at Level 5) to refine the curriculum to provide greater specialisation. For example, a centre offering Advanced Interior Design Studies might use the early part of the unit to introduce students to commercial interiors, retail interiors and residential interiors. Following this, based on local need, a centre might choose to support students to develop a more in-depth understanding of commercial interior design. Through these 'specialist' units, centres will provide pathway specific curriculum and develop unique approaches to their subjects.



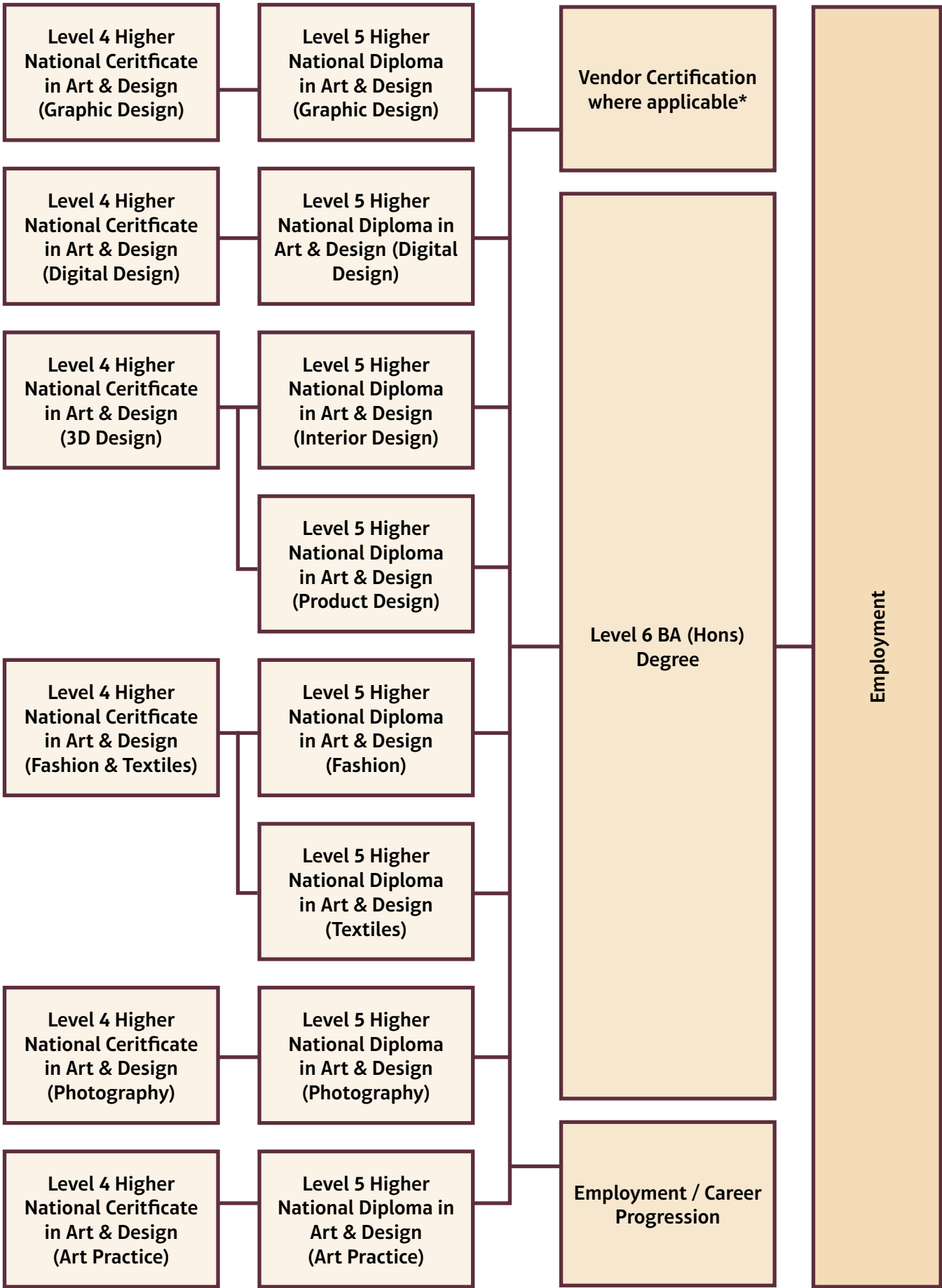


Progression opportunities:

The purpose of Pearson BTEC Higher Nationals in Art and Design is to develop students as professional, self-reflecting individuals, able to meet the demands of employers in the creative industries and adapt to a constantly changing world. The qualifications aim to widen access to higher education and enhance the career prospects of those who undertake them.

On successful completion of the Level 5 Higher National Diploma, students can develop their careers in the creative industries through:

- Entering employment;
- Continuing existing employment;
- Committing to Continuing Professional Development (CPD); or
- Progressing to university.



Assessment Strategy

Pearson BTECs combine a student-centred approach with a flexible, unit-based structure. Students are required to apply their knowledge to a variety of assignments and activities, with a focus on the holistic development of practical, interpersonal and higher level thinking skills. Assessment reflects not only what the student knows but also what he or she can do to succeed in employment and higher education in an ethical manner.

Pearson BTEC Higher Nationals have always allowed for a variety of forms of assessment evidence to be used, provided they are suited to the type of learning outcomes being assessed. For many units, the practical demonstration of skills is necessary and, for others, students will need to carry out their own research and analysis, working independently or as part of a team.

Resources

We are providing a wealth of support to ensure that tutors and students have the best possible experience during their course. We have worked with students and tutors worldwide to create an effective and interactive community for our qualifications, called HN Global, an exciting new online platform created by Pearson to engage with Higher National students and tutors around the world.

Created in parallel with the development of the new BTEC Higher National qualifications, HN Global houses a great number of resources for students to get the most out of their BTEC Higher National experience.

Pearson also offer Study Skills units to all learners – an online toolkit accessed on HN Global that supports the delivery, assessment and quality assurance of BTECs in centres.

www.highernationals.com

Do you need centre approval?

Providers wishing to deliver the new Pearson BTEC Higher National qualifications will be subject to a new qualification approval process, more aligned with that used in UK Higher Education. Email hnqa@pearson.com or visit qualifications.pearson.com/higher-nationals for more information about the process.





FAQs

1. If a provider is already delivering the existing Higher National in Computing qualifications do they still need to obtain approval for delivering the new qualification?

Yes, existing providers would still be required to gain approval for delivering the new Higher National qualification but the process will be simplified for centres that meet the auto approval criteria. Approval will then be provisionally granted subject to the return of a signed declaration and payment of the approval fee. More details can be found here [\[insert link to approval guidance document\]](#)

2. How long will the approval process take?

This will depend on whether the provider is eligible for auto approval. Once an existing provider has been notified of eligibility for auto approval, the approval will remain provisional until the provider returns the signed declaration and approval. If an existing provider is ineligible and requires a desk based review, the review cannot begin until the provider confirms its intention to proceed and the approval fee is paid. New providers will go through the standard provider approval process which currently takes about 20 days.

3. Is it possible for students to change their pathway at the end of their first year on the course programme?

Yes it is. Providers will need to advise Pearson's registrations team and they will be able to transfer the student's registration to the appropriate pathway.

4. If Pearson are providing Sample Assessment Materials, do providers still have to devise their own assignments and complete internal verification of assignments?

Yes they do. SAMs are for guidance and support only and can be customised and amended according to localised needs and requirements. All assignments must still be moderated as per the internal verification process.

5. If Pearson are providing Sample Assessment Materials, do providers still have to devise their own assignments and complete internal verification of assignments?

Yes they do. SAMs are for guidance and support only and can be customised and amended according to localised needs and requirements. All assignments must still be moderated as per the internal verification process.

6. How will providers know what the accreditation requirements are for Professional Bodies and what students would need to do to claim accreditation.

In the programme specification, providers will find the Professional Body exemptions in the appendices. There will also be further details and guidance for providers available on the Pearson qualifications website on how students can claim their exemptions.

7. How will the Pearson-set Assignment be defined and assessed?

Each year, Pearson will release a 'theme' and (for Level 4) related 'topics'. Themes will be developed through a consultation process; involving industry and education representatives. Centres will develop an assignment, for their students, based on the theme and topics. At Level 4, students will work in relation to a given topic. While, at Level 5, students will develop their own topic; through research in relation to the theme. Centres will internally assess the assignment. A sample of the Pearson-set assignment will form part of the work reviewed by External Examiners during their annual visits.

highernationals@pearson.com

qualifications.pearson.com/higher-nationals