

**Pearson  
BTEC Level 4  
Higher National Certificate  
in Fashion and Textiles**

**Pearson  
BTEC Level 5  
Higher National Diploma  
in Fashion and Textiles**

**Specification**

Issue 6

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

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**This specification is Issue 6.** Due to the replacement of the Qualifications and Credit Framework (QCF) by the Regulated Qualifications Framework (RQF), references to the QCF and to its predecessor, the National Qualifications Framework (NQF) have been removed from this specification. In addition, Pearson has assigned Total Qualification Time (TQT) in hours to this qualification; this is covered in the section entitled '*Programme design and delivery*' of this specification.

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## **Pearson BTEC Level 4 HNC Diploma in Fashion and Textiles**

## **Pearson BTEC Level 5 HND Diploma in Fashion and Textiles**

The BTEC HNCs (Higher National Certificates) are at level 4 and are a minimum of 120 credits in size. They have been nested within the structures of the BTEC HNDs (Higher National Diplomas).

BTEC HNDs are level 5 qualifications. They are a minimum of 240 credits in size.

The qualifications are Intermediate level qualifications on the Framework for Higher Education Qualifications (FHEQ). Progression to BTEC Higher Nationals continues to be from level 3 qualifications. Progression from BTEC Higher Nationals will normally be to qualifications at level 6. Learners' progression routes do not necessarily involve qualifications at every level.

As a nested qualification the HNC is an embedded component of the HND. However, it can be taken as a stand-alone qualification.

If a learner enrolls for an HNC they would be eligible to gain a grade for the HNC. If they then move onto an HND, the learner is graded on their HND performance. The grade for the HND will include units from the previously achieved HNC.

If a learner opts to take an HND from the start, then on successful completion of the HND they will receive one grade for the HND achievement only.

If a learner opts to take an HND from the start but later chooses to revert to an HNC programme, then on successful completion of the HNC they will receive a grade for the HNC achievement only.

## BTEC Higher Nationals within the RQF and FHEQ

RQF/FHEQ level	Progression opportunities and examples of qualifications within each level
<b>8</b>	PhD/DPhil Professional doctorates (credit based), e.g. EdD
<b>7</b>	Master's degrees Postgraduate diplomas Postgraduate Certificate in Education (PGCE)
<b>6</b>	Bachelor's degrees, e.g. BA, BSc Professional Graduate Certificate in Education Graduate certificates and diplomas
<b>5</b>	<b>BTEC HNDs</b> (Higher National Diplomas) Foundation Degrees, e.g. FdA, FdSc Diplomas of Higher Education (Dip HE)
<b>4</b>	<b>BTEC HNCs</b> (Higher National Certificates) Certificates of Higher Education (Cert HE) Level 4 National Vocational Qualifications (NVQs)
<b>3</b>	BTEC Level 3 Extended Diplomas BTEC Level 3 Diplomas BTEC Level 3 Subsidiary Diplomas BTEC Level 3 Certificates GCE Advanced Level Level 3 NVQs Advanced Diplomas

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# Qualification titles covered by this specification

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**Pearson BTEC Level 4 HNC Diploma in Fashion and Textiles**

**Pearson BTEC Level 5 HND Diploma in Fashion and Textiles**

The Qualification Numbers (QNs) for these qualifications are listed below.

These qualification titles are as they will appear on learners' certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Pearson. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.

The Quality Assurance Agency for Higher Education (QAA) has produced guidelines for centres in preparing programme specifications (reference *Guidelines for preparing programme specifications: UK Quality Code for Higher Education, Part A Chapter A3.*)

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## Qualification Numbers

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The qualification and unit codes will appear on learners' final certification documentation.

The QNs for qualifications in this publication are:

500/9251/0 Pearson BTEC Level 4 HNC Diploma in Fashion and Textiles

500/9248/0 Pearson BTEC Level 5 HND Diploma in Fashion and Textiles.

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# Introduction

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This specification contains the units and associated guidance for the Pearson BTEC Level 4 HNC in Fashion and Textiles and the Pearson BTEC Level 5 HND in Fashion and Textiles.

Each unit sets out the required learning outcomes, assessment criteria and content and may also include advice regarding essential delivery and assessment strategies.

This document also contains details of the teaching, learning, assessment and quality assurance of these qualifications. It includes advice about our policies regarding access to our qualifications, the design of programmes of study and delivery modes.

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## Structure of the qualification

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### BTEC Level 4 HNC

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The Pearson BTEC Level 4 HNC in Fashion and Textiles is a qualification with a minimum of 120 credits of which 60 are mandatory core.

The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.

### BTEC Level 5 HND

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The Pearson BTEC Level 5 HND in Fashion and Textiles is a qualification with a minimum of 240 credits of which 80 are mandatory core.

The BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5 or above.

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# Rules of combination for BTEC Levels 4 and 5 Higher National qualifications

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The rules of combination specify the:

- total credit value of the qualification
- minimum credit to be achieved at the level of the qualification
- mandatory core unit credit
- specialist unit credit
- maximum credit that can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010.

When combining units for a BTEC Higher National qualification it is the centre's responsibility to ensure that the following rules of combination are adhered to:

## **Pearson BTEC Level 4 HNC in Fashion and Textiles**

- 1 Qualification credit value: a minimum of 120 credits. (A maximum of 55 credits may be at level 5.)
- 2 Minimum credit to be achieved at the level of the qualification (level 4): 65 credits.
- 3 Mandatory core unit credit: 60 credits.
- 4 Specialist unit credit: a minimum of 60 credits.
- 5 A maximum of 30 credits can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010 to meet local needs. Level rules and mandatory core units must not be changed.
- 6 **Total Qualification Time** Higher National Certificate (HNC) = 1,200 hours
- 7 **Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours

## **Pearson BTEC Level 5 HND in Fashion and Textiles**

- 1 Qualification credit value: a minimum of 240 credits.
- 2 Minimum credit to be achieved at the level of the qualification (level 5) or above: 125 credits.
- 3 Mandatory core unit credit: 80 credits.
- 4 Specialist unit credit: a minimum of 160 credits.
- 5 The requirements of the HNC have to be met.
- 6 A maximum of 60 credits can be centre devised or imported from other BTEC Higher National qualifications accredited from 2010 to meet local needs. Level rules and mandatory core units must not be changed.
- 7 **Total Qualification Time** Higher National Diploma (HND) = 2,400 hours
- 8 **Total Guided Learning (GL)** Higher National Diploma (HND) = 960 hours

## Structure of the Pearson BTEC Level 4 HNC in Fashion and Textiles

Unit number	Mandatory core units – all units must be taken	Unit level	Unit credit
1	Visual Communication in Art and Design	4	15
2	Ideas Generation and Development in Art and Design	4	15
3	Contextual and Cultural Referencing in Art and Design	4	15
4	Professional Practice in Art and Design	5	15
<b>Specialist units Group A (minimum 30 credits)</b>			
35	Design Exploration in Textiles	4	15
36	Design Application in Textiles	4	15
37	Techniques and Processes in Textiles	4	15
38	Design Research in Textiles	5	15
39	Textile Collection Realisation	5	15
40	Textile Manufacture Production Operations	5	15
41	Specialist Textiles Techniques and Processes	5	15
42	Experimental Constructed Textiles	5	15
43	Experimental Printed Textiles	5	15
44	Experimental Embroidered Textiles	5	15
45	Design Exploration in Fashion	4	15
46	Design Application in Fashion	4	15
47	Techniques and Processes in Fashion	4	15
48	Production Techniques in Fashion	4	15
49	Pattern Drafting in Fashion	4	15
50	Research and Development for Fashion Design	5	15
51	Pattern Construction in Fashion	5	15
52	Garment Manufacture	5	15
53	Clothing Manufacture Production Operations	5	15
54	Fashion Promotion and Marketing	5	15
55	Concepts for Costume Design	4	15
56	Costume Production for Performing Arts	5	15
57	Millinery and Headdresses	4	15
58	Cultural Understanding in Fashion	5	15
59	CAD/CAM for Fashion and Textiles	4	15

<b>Unit number</b>	<b>Specialist units Group A (minimum 30 credits)</b> continued	<b>Unit level</b>	<b>Unit credit</b>
60	Fashion and Textiles Materials Understanding	4	15
61	Fashion Collection Realisation	5	15
62	Costume Realisation	4	15
111	Digital Image Creation and Development	5	15
113	Fashion Photography	5	15
130	Drawing Techniques and Processes in Art and Design	4	15
<b>Specialist units Group B (no minimum credit)</b>			
5	Project Design, Implementation and Evaluation	5	20
6	Critical Study in Art and Design	5	15
8	Ideas in Context	5	15
9	Research Project	5	20
12	Personal and Professional Development	5	15
13	Managing a Creative Business	4	15
14	Business Practice in Art and Design	5	15
15	Work-based Experience	5	15
16	Employability Skills	5	15
22	References and Sources in Art and Design	5	15
23	Communication with Images in Art and Design	5	15
34	Management of the Design and Production Process	5	15
86	Digital Media in Art and Design	4	15
91	Design for Performing Arts	5	15
94	Visual and Personal Presentation	4	15
97	Jewellery, Accessories and Body Adornment	5	15
102	Interior Design	5	15
104	Lens-based Recording Techniques in Art and Design	4	15
125	Fine Art Digital Applications	5	15

**The BTEC Level 4 HNC programme must contain a minimum of 65 credits at level 4.**

## Structure of the Pearson BTEC Level 5 HND in Fashion and Textiles

Unit number	Mandatory core units – all units must be taken	Unit level	Unit credit
1	Visual Communication in Art and Design	4	15
2	Ideas Generation and Development in Art and Design	4	15
3	Contextual and Cultural Referencing in Art and Design	4	15
4	Professional Practice in Art and Design	5	15
5	Project Design, Implementation and Evaluation	5	20
<b>Specialist units Group A (minimum 60 credits)</b>			
35	Design Exploration in Textiles	4	15
36	Design Application in Textiles	4	15
37	Techniques and Processes in Textiles	4	15
38	Design Research in Textiles	5	15
39	Textile Collection Realisation	5	15
40	Textile Manufacture Production Operations	5	15
41	Specialist Textiles Techniques and Processes	5	15
42	Experimental Constructed Textiles	5	15
43	Experimental Printed Textiles	5	15
44	Experimental Embroidered Textiles	5	15
45	Design Exploration in Fashion	4	15
46	Design Application in Fashion	4	15
47	Techniques and Processes in Fashion	4	15
48	Production Techniques in Fashion	4	15
49	Pattern Drafting in Fashion	4	15
50	Research and Development for Fashion Design	5	15
51	Pattern Construction in Fashion	5	15
52	Garment Manufacture	5	15
53	Clothing Manufacture Production Operations	5	15
54	Fashion Promotion and Marketing	5	15
55	Concepts for Costume Design	4	15
56	Costume Production for Performing Arts	5	15
57	Millinery and Headdresses	4	15
58	Cultural Understanding in Fashion	5	15

<b>Unit number</b>	<b>Specialist units Group A (minimum 60 credits)</b> continued	<b>Unit level</b>	<b>Unit credit</b>
59	CAD/CAM for Fashion and Textiles	4	15
60	Fashion and Textiles Materials Understanding	4	15
61	Fashion Collection Realisation	5	15
62	Costume Realisation	4	15
111	Digital Image Creation and Development	5	15
113	Fashion Photography	5	15
130	Drawing Techniques and Processes in Art and Design	4	15
	<b>Specialist units Group B (no minimum credit)</b>		
6	Critical Study in Art and Design	5	15
8	Ideas in Context	5	15
9	Research Project	5	20
12	Personal and Professional Development	5	15
13	Managing a Creative Business	4	15
14	Business Practice in Art and Design	5	15
15	Work-based Experience	5	15
16	Employability Skills	5	15
22	References and Sources in Art and Design	5	15
23	Communication with Images in Art and Design	5	15
34	Management of the Design and Production Process	5	15
86	Digital Media in Art and Design	4	15
91	Design for Performing Arts	5	15
94	Visual and Personal Presentation	4	15
97	Jewellery, Accessories and Body Adornment	5	15
102	Interior Design	5	15
104	Lens-based Recording Techniques in Art and Design	4	15
125	Fine Art Digital Applications	5	15

**The BTEC Level 5 HND programme must contain a minimum of 125 credits at level 5.**

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# Key features

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BTEC Higher Nationals are designed to provide a specialist vocational programme, linked to professional body requirements and National Occupational Standards where appropriate.

They offer a strong, sector-related emphasis on practical skills development alongside the development of requisite knowledge and understanding.

The qualifications provide a thorough grounding in the key concepts and practical skills required in their sector and their national recognition by employers allows direct progression to employment.

A key progression path for BTEC HNC and HND learners is to the second or third year of a degree or honours degree programme, depending on the match of the BTEC Higher National units to the degree programme in question.

The Pearson BTEC HNC and HND in Fashion and Textiles offer a progression route to the professional qualifications offered by the Society of Dyers and Colourists and the Chartered Society of Designers.

Pearson BTEC Higher Nationals in Fashion and Textiles have been developed to focus on:

- providing education and training for a range of careers in fashion and textiles
- providing opportunities for fashion and textiles designers to achieve a nationally recognised level 4/level 5 vocationally specific qualification
- providing opportunities for full-time learners to gain a nationally recognised vocationally specific qualification to enter employment in fashion and textiles or progress to higher education vocational qualifications such as a full-time degree in fashion and textiles or related area
- developing the knowledge, understanding and skills of learners in the field of fashion and textiles
- providing opportunities for learners to focus on the development of higher-level skills in a fashion and textiles context
- providing opportunities for learners to develop a range of skills and techniques and attributes essential for successful performance in working life
- develop learners' ability to manage themselves
- develop learners' critical awareness and their ability to research and synthesise complex information
- develop learners' skills in communication and presentation
- develop learners' ability to handle information.

## **Progression from the BTEC Level 4 HNC**

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The Pearson BTEC Level 4 HNC Diploma in Fashion and Textiles provides a specialist work-related programme of study that covers the key knowledge, understanding and practical skills required in the fashion and textiles sector and also offers particular specialist emphasis through the choice of specialist units.

BTEC Level 4 HNCs provide a nationally recognised qualification offering career progression and professional development for those already in employment and opportunities to progress into higher education. The qualifications are primarily undertaken by part-time learners studying over two years. In some sectors there are opportunities for those wishing to complete an intensive programme of study in a shorter period of time.

This specification gives centres a framework to develop engaging programmes for higher education learners who are clear about the area of employment that they wish to enter.

The Pearson BTEC Level 4 HNC Diploma in Fashion and Textiles offers a progression route for learners who are employed in the fashion and textiles industry.

## **Progression from the BTEC Level 5 HND**

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The BTEC Level 5 HND provides greater breadth and specialisation than the BTEC Level 4 HNC. BTEC HNDs are followed predominately by full-time learners. They allow progression into or within employment in the fashion and textiles sector, either directly on achievement of the award or following further study to degree level.

The Pearson BTEC Level 5 HND Diploma in Fashion and Textiles provides opportunities for learners to apply their knowledge and practical skills in the workplace. Full-time learners have the opportunity to do this through formal work placements or part-time employment experience.

The qualification prepares learners for employment in the fashion and textiles sector and will be suitable for learners who have already decided that they wish to enter this area of work. Some adult learners may wish to make the commitment required by this qualification in order to enter a specialist area of employment in fashion and textiles or progress into higher education. Other learners may want to extend the specialism that they followed on the BTEC Level 4 HNC programme.

The Pearson BTEC Level 5 HND Diploma in Fashion and Textiles offers a progression route for learners who are studying on a Pearson BTEC Level 4 HNC Diploma in Fashion and Textiles.

Learners studying the BTEC Level 5 HND will be able to develop a portfolio of work which can contribute towards a specialist Fashion and/or Textiles degree and assist with entry to employment specialising in art and design.

Progression from this qualification may well be into or within employment in the fashion and textiles sector where learners may work towards membership of the Chartered Society of Designers and/or the Society of Dyers and Colourists.

## **Professional body recognition**

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The Pearson BTEC Higher Nationals in Fashion and Textiles have been developed with career progression and recognition by professional bodies in mind. It is essential that learners gain the maximum benefit from their programme of study.

Learners can apply for student membership of the Chartered Society of Designers and/or individual membership of the Society of Dyers and Colourists and from there, progress towards professional membership.

## **National Occupational Standards**

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Pearson BTEC Higher Nationals in Fashion and Textiles are designed to relate to the National Occupational Standards (NOS) at level 4 and level 5 developed by Skillset Sector Skills Councils in the areas of Textiles and Material Design, which in turn form the basis of National Vocational Qualifications (NVQs). BTEC Higher Nationals do not purport to deliver occupational competence in the sector, which should be demonstrated in a work context. However, the qualifications provide underpinning knowledge for the National Occupational Standards, as well as developing practical skills in preparation for work and possible achievement of NVQs in due course.

Links to National Occupational Standards are indicated in individual units.

*Annexe B* contains mapping of the Higher National units in this specification against relevant NOS where appropriate.

## **Qualification Frameworks for Higher National Diplomas**

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In England, Wales and Northern Ireland, BTEC HNC and HND Diplomas may either be awarded by degree-awarding bodies under a licence from Pearson (which allows them to devise, deliver and award Higher National qualifications themselves), or they may be awarded directly by Pearson, as an awarding body regulated by Ofqual. The majority of BTEC HNC and HND Diplomas are awarded by Pearson. Only those HNC and HND Diplomas that are awarded by degree-awarding bodies are included on the Framework for Higher Education Qualifications (FHEQ) (because this framework comprises qualifications awarded by degree-awarding bodies.) BTEC HNC and HND Diplomas awarded directly by Pearson are qualifications at Level 4 and Level 5 on the Regulated Qualifications Framework and are subject to the academic standards and regulations of Pearson.

Level descriptors have been used to describe the relative intellectual demand, complexity, depth of learning and learner autonomy associated with the level 4 or 5 level of learning and achievement.

QAA subject and qualification benchmark statements have also been used to provide points of reference for each level.

Employers and higher education providers can expect that typical learners studying for the Pearson BTEC Higher Nationals in Fashion and Textiles should have developed certain higher level skills and abilities and studied a mandatory curriculum and selected optional specialist units. This detail is contained in the 'Qualification Requirements' in *Annexe A* of this specification.

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# Teaching, learning and assessment

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Learners must achieve a minimum of 120 credits (of which at least 65 must be at level 4) on their programme of learning to be awarded a BTEC Level 4 HNC and a minimum of 240 credits (of which at least 125 must be at level 5 or above) to be awarded a BTEC Level 5 HND.

The assessment of BTEC Higher National qualifications is criterion-referenced and centres are required to assess learners' evidence against published learning outcomes and assessment criteria.

All units will be individually graded as 'pass', 'merit' or 'distinction'. To achieve a pass grade for the unit learners must meet the assessment criteria set out in the specifications. This gives transparency to the assessment process and provides for the establishment of national standards for each qualification.

The units in BTEC Higher National qualifications all have a standard format which is designed to provide guidance on the requirements of the qualification for learners, assessors and those responsible for monitoring national standards.

**NB** Any level 3 units in BTEC Higher National specifications will appear as they are found in the relevant level 3 specifications (minus references to personal, learning and thinking skills [PLTS] and functional skills [FS].) This means that their format and assessment requirements will be slightly different to level 4 and level 5 units. 'Links' within the level 3 units will relate to units found in the level 3 specification and not to those within the level 4 and level 5 specifications.

## Unit format

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Each unit is set out in the following way.

### *Unit title, unit code and credit value*

Each unit is assigned a level, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy. All units and qualifications within the RQF have a level assigned to them, which represents the level of achievement. There are nine levels of achievement, from Entry level to level 8. The level of the unit has been informed by the level descriptors and, where appropriate, the National Occupational Standards (NOS) and/or other sector/professional benchmarks.

Each unit in BTEC Higher National qualifications has a credit value which specifies the number of credits that will be awarded to a learner who has achieved all the learning outcomes of the unit. Learners will be awarded credits for the successful completion of whole units.

### *Aim*

The aim provides a clear summary of the purpose of the unit and is a succinct statement that summarises the learning outcomes of the unit.

### *Unit abstract*

The unit abstract gives the reader an appreciation of the unit in the vocational setting of the qualification, as well as highlighting the focus of the unit. It gives the reader a snapshot of the unit and the key knowledge, skills and understanding gained while studying the unit. The unit abstract also highlights any links to the appropriate vocational sector by describing how the unit relates to that sector.

### *Learning outcomes*

The learning outcomes identify what each learner must do in order to pass the unit. Learning outcomes state exactly what a learner should 'know, understand or be able to do' as a result of completing the unit. Learners must achieve all the learning outcomes in order to pass the unit.

### *Unit content*

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. This is informed by the underpinning knowledge and understanding requirements of relevant National Occupational Standards (NOS) where appropriate.

Each learning outcome is stated in full and then the key phrases or concepts related to that learning outcome are listed in italics followed by the subsequent range of related topics.

The information below shows how unit content is structured and gives the terminology used to explain the different components within the content.

- Learning outcome: this is given in bold at the beginning of each section of content.
- Italicised sub-heading: it contains a key phrase or concept. This is content which must be covered in the delivery of the unit. Colons mark the end of an italicised sub-heading.
- Elements of content: the elements are in roman text and amplify the sub-heading. The elements must also be covered in the delivery of the unit. Semi-colons mark the end of an element.
- Brackets contain amplification of elements of content which must be covered in the delivery of the unit.
- 'e.g.' is a list of examples used for indicative amplification of an element (that is, the content specified in this amplification that could be covered or that could be replaced by other, similar material).

It is not a requirement of the unit specification that all of the content is assessed.

### *Learning outcomes and assessment criteria*

Each unit contains statements of the evidence that each learner should produce in order to receive a pass.

## Guidance

This section provides additional guidance and amplification related to the unit to support tutors/deliverers and assessors. Its subsections are given below.

- *Links* – sets out possible links between units within the specification. Provides opportunities for the integration of learning, delivery and assessment. Links to relevant National Occupational Standards and Professional Bodies Standards will be highlighted here.
- *Essential requirements* – essential, unique physical and/or staffing resources or delivery/assessment requirements needed for the delivery of this unit are specified here.
- *Employer engagement and vocational contexts* – this is an optional section. Where relevant it offers suggestions for employer contact to enhance the delivery of the unit.

These subsections should be read in conjunction with the learning outcomes, unit content, assessment criteria and the generic grade descriptors.

The centre will be asked to ensure that essential resources are in place when it seeks approval from Pearson to offer the qualification.

## Learning and assessment

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The purpose of assessment is to ensure that effective learning has taken place of the content of each unit. Evidence of this learning, or the application of the learning, is required for each unit. The assessment of the evidence relates directly to the assessment criteria for each unit, supported by the generic grade descriptors.

The process of assessment can aid effective learning by seeking and interpreting evidence to decide the stage that learners have reached in their learning, what further learning needs to take place and how best to do this. Therefore, the process of assessment should be part of the effective planning of teaching and learning by providing opportunities for both the learner and assessor to obtain information about progress towards learning goals.

The assessor and learner must be actively engaged in promoting a common understanding of the assessment criteria and the grade descriptors (what it is they are trying to achieve and how well they achieve it) for further learning to take place. Therefore, learners need constructive feedback and guidance about how they may improve by capitalising on their strengths and clear and constructive comments about their weaknesses and how these might be addressed.

Assessment instruments are constructed within centres. They should collectively ensure coverage of all assessment criteria within each unit and should provide opportunities for the evidencing of all the grade descriptors.

It is advised that assessment criteria and contextualised grade descriptors are clearly indicated on each assessment instrument to provide a focus for learners (for transparency and to ensure that feedback is specific to the criteria) and to assist with internal standardisation processes. Tasks/activities should enable learners to produce evidence that relates directly to the assessment criteria and grade descriptors.

When centres are designing assessment instruments, they need to ensure that the instruments are valid, reliable and fit for purpose, building on the application of the assessment criteria. Centres are encouraged to place emphasis on practical application of the assessment criteria, providing a realistic scenario for learners to adopt, making maximum use of work-related practical experience and reflecting typical practice in the sector concerned. **The creation of assessment instruments that are fit for purpose is vital to achievement.**

## **Grading Higher National units**

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The grading of BTEC Higher National qualifications is at the unit and the qualification level.

Each successfully completed unit will be graded as a pass, merit or distinction.

A pass is awarded for the achievement of all outcomes against the specified assessment criteria.

Merit and distinction grades are awarded for higher-level achievement. The generic merit and distinction grade descriptors listed in *Annexe C* are for grading the total evidence produced for each unit and describe the learner's performance over and above that for a pass grade.

Each of the generic merit and distinction grade descriptors should be amplified by use of **indicative characteristics** which exemplify the merit and distinction grade descriptors. These give a guide to the expected learner performance, and support the generic grade descriptors. The indicative characteristics should reflect the nature of a unit and the context of the sector programme.

The indicative characteristics shown in the table for each of the generic grade descriptors in *Annexe C* **are not exhaustive**. Consequently, centres should select appropriate characteristics from the list **or construct others** that are appropriate for their sector programme and level.

It is important to note that each assessment activity does not need to incorporate all the merit and/or distinction grade descriptors.

### **Contextualising the generic grade descriptors**

The generic merit and distinction grade descriptors need to be viewed as a qualitative extension of the assessment criteria for pass within each individual unit. The relevant generic grade descriptors must be identified and specified within an assignment and the relevant indicative characteristics should be used to place the required evidence in context.

Additional guidance on contextualisation of grade descriptors can be found in HN Delivery Guides on the website.

## Summary of grades

In order to achieve a <b>pass</b> in a unit	<ul style="list-style-type: none"><li>• all learning outcomes and associated assessment criteria have been met</li></ul>
In order to achieve a <b>merit</b> in a unit	<ul style="list-style-type: none"><li>• pass requirements achieved</li><li>• all merit grade descriptors achieved and all prescribed indicative characteristics.</li></ul>
In order to achieve a <b>distinction</b> in a unit	<ul style="list-style-type: none"><li>• pass and merit requirements achieved</li><li>• all distinction grade descriptors achieved and all prescribed indicative characteristics.</li></ul>

## Calculation of the qualification grade

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### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at a pass grade (see section *Rules of combination for the BTEC Level 4 and 5 Higher National qualifications*). The Rules of combination have been summarised below:

#### BTEC HNC Diplomas

To achieve the qualification a learner must:

- achieve at least 120 credits at or above the level of the qualification (a maximum of 55 credits may be at Level 5)
- achieve a minimum of 65 credits at Level 4
- complete a valid combination of units.

#### BTEC HND Diplomas

To achieve the qualification a learner must:

- achieve at least 240 credits at or above the level of the qualification
- achieve a minimum of 125 credits at Level 5 or above.

The best valid combination of units is used to calculate the overall grade, e.g. if a learner has completed more than the minimum number of optional units at the appropriate level the best performance from these will be used.

All learners will receive a Notification of Performance showing all unit grades whether or not they were included in the calculation for the overall grade.

### Qualification grades above pass grade

#### BTEC HNC Diplomas

Calculation of the BTEC HNC qualification grade is based on the learner's best performance in units at or above the level of the qualification to the value of 75 credits:

- The best 75 credits must come from a maximum of 120 credits as a valid rule of combination

- The units from which the best 75 credits are selected come from the whole qualification including the mandatory core credit.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

## Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

### Unit credit points available for specified unit grades, for either Level 4 or Level 5 units

Unit points per credit		
Pass	Merit	Distinction
0	1	2
Example for level 4 or level 5 unit of 15 credits		
Pass	Merit	Distinction
0	15	30

### BTEC Level 4 HNC overall qualification grades

Points range	Grade	
0–74	Pass	P
75–149	Merit	M
150	Distinction	D

### BTEC HND Diplomas

The grade achieved in units from an appropriate HNC may contribute to an HND grade.

If a learner moves from HNC to HND, credits at Level 5 or above from both the HNC and HND can contribute to the best 75 credits of the overall HND grade. Note that for HND learners, level 4 units do not count towards the qualification grade.

Calculation of the BTEC HND qualification grade is based on the learner's best performance in units at or above the level of the qualification – i.e. **only units at level 5** can be counted towards the value of 75 credits:

- The best 75 credits must come from a maximum of 240 credits as a valid rule of combination
- The units from which the 75 best credits are selected come from the whole qualification including the mandatory core credit, but must be level 5 units or above.

This means that credit from some mandatory core units is likely to form part of the best 75 credits in most programmes (the mandatory core credit units will automatically be included in the calculation once the maximum amount of credit for optional specialist units for the rule of combination is used up.)

It is the responsibility of a centre to ensure that a correct unit combination is adhered to.

## Qualification grades

Learners will be awarded a pass, merit or distinction qualification grade using the points gained through the 75 best credits based on unit achievement.

### Unit credit points for specified unit grades at Level 5 only

Unit points per credit		
Pass	Merit	Distinction
0	1	2

### BTEC Level 5 HND overall qualification grades

Points range	Grade	
0–74	Pass	P
75–149	Merit	M
150	Distinction	D

*Annexe E* gives examples of how qualification grades are calculated.

## Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) that considers whether a learner can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

Pearson encourages centres to recognise learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Evidence of learning must be valid and reliable.

For full guidance about Pearson's policy on RPL, please see our *Recognition of Prior Learning Policy and Process* on our website.

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# Quality assurance of BTEC Higher Nationals

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Pearson's quality assurance system for all BTEC higher-level programmes at Levels 4–7 will ensure that centres have effective quality assurance processes to review programme delivery. It will also ensure that the outcomes of assessment are to national standards.

The quality assurance process for centres offering BTEC higher-level programmes at Levels 4–7 comprises three key components.

## 1) Approval process

Centres new to the delivery of this programme will be required to seek approval through the existing qualification and centre approval process. Prior to approval being given, centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- understand the implications for independent assessment and agree to abide by these
- have a robust internal assessment system supported by 'fit for purpose' assessment documentation
- have a system to internally verify assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites.

Such applications have to be supported by the head of the centre (principal, chief executive etc) and include a declaration that the centre will operate the programmes strictly as approved and in line with Pearson requirements.

## 2) Monitoring of internal centre systems

Centres will be required to demonstrate ongoing fulfilment of the centre approval criteria over time and across all programmes. The process that assures this is external examination, which is undertaken by External Examiners. Centres will be given the opportunity to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions. This includes the consistent application of policies affecting learner registrations, appeals, effective internal examination and standardisation processes. Where appropriate, centres may present evidence of their operation within a recognised code of practice, such as that of the Quality Assurance Agency for Higher Education. Pearson reserves the right to confirm independently that these arrangements are operating to Pearson's satisfaction.

Pearson will affirm, or not, the ongoing effectiveness of such systems. Where system failures are identified, sanctions (appropriate to the nature of the problem) will be applied in order to assist the centre in correcting the problem.

### **3) Independent assessment review**

The internal assessment outcomes reached for all BTEC higher-level programmes at Levels 4-7 are subject to an independent assessment review by a Pearson-appointed External Examiner.

The outcomes of this process will be to:

- confirm that internal assessment is to national standards and allow certification
- or

- make recommendations to improve the quality of assessment outcomes before certification is released
- or

- make recommendations about the centre's ability to continue to be approved for the qualifications in question.

### **Additional arrangement for ALL centres**

Regardless of the type of centre, Pearson reserves the right to withdraw either qualification or centre approval when it deems there is an irreversible breakdown in the centre's ability either to quality assure its programme delivery or its assessment standards.

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# Programme design and delivery

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The BTEC Higher National Certificate (HNC) is a Level 4 qualification made up of 120 credits. It is usually studied full-time over one year, or part-time over two years.

The BTEC Higher National Diploma (HND) is a Level 4 and Level 5 qualification made up of 240 credits. It is usually studied full-time over two years, or part-time over four years.

Pearson would expect that an HND student would have achieved at least 90 credits at Level 4 before progressing to Level 5 units. This allows for the students to submit the remaining 30 credits at Level 4 while undertaking their Level 5 study.

Students undertaking an HND who fail to successfully complete the full qualification may be awarded an HNC, if their credit achievement permits.

BTEC Higher Nationals consist of mandatory core units and specialist units. The specialist units are designed to provide a specific focus to the qualification. Required combinations of specialist units are clearly set out in relation each qualification in the defined structures provided in this document.

All units are usually 15 credits in value, or a multiple thereof. These units have been designed from a learning time perspective, and are expressed in terms of **Total Qualification Time (TQT)**. TQT is an estimate of the total amount of time that could reasonably be expected to be required for a student to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT includes undertaking each of the activities of Guided Learning, Directed Learning and Invigilated Assessment. Each 15-credit unit approximates to a TQT of 150 hours and 60 hours of Guided Learning. This value has been allocated according to input from curriculum writers.

**Total Qualification Time** Higher National Certificate (HNC) = 1,200 hours

**Total Qualification Time** Higher National Diploma (HND) = 2,400 hours

Examples of activities which can contribute to Total Qualification Time include:

- Guided Learning
- Independent and unsupervised research/learning
- Unsupervised compilation of a portfolio of work experience
- Unsupervised e-learning
- Unsupervised e-assessment
- Unsupervised coursework
- Watching a pre-recorded podcast or webinar
- Unsupervised work-based learning.

**Guided Learning Hours (GLH)** are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops. Guided Learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

**Total Guided Learning (GL)** Higher National Certificate (HNC) = 480 hours

**Total Guided Learning (GL)** Higher National Diploma (HND) = 960 hours

Some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a tutor
- Work-based learning supervised by a tutor
- Live webinar or telephone tutorial with a tutor in real time
- E-learning supervised by a tutor in real time
- All forms of assessment which take place under the immediate guidance or supervision of a tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Centres are advised to consider these definitions when planning the programme of study associated with this specification.

*Annexe D* provides information for centres and learners who wish to compare, for teaching and learning purposes, the units of the Pearson Level 5 BTEC Higher Nationals in Fashion and Textiles (2003) with the units in this specification.

## **Mode of delivery**

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Pearson does not define the mode of study for the BTEC Higher National qualifications. Centres are free to offer the qualification(s) using any mode of delivery that meets the needs of their learners. This may be through traditional classroom teaching, open learning, distance learning or a combination of these. Whatever mode of delivery is used, centres must ensure that learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the units. This is particularly important for learners studying for the qualification through open or distance learning.

Our 'Distance Learning' and 'Distance Assessment' policies are given on our website.

Learners studying for the qualification on a part-time basis bring with them a wealth of experience that should be utilised to maximum effect by tutors and assessors. Assessment instruments based on learners' work environments should be encouraged. Those planning the programme should aim to enhance the vocational nature of the BTEC Higher National qualification by:

- liaising with employers to ensure that the course is relevant to learners' specific needs
- accessing and using non-confidential data and documents from learners' workplaces
- including sponsoring employers in the delivery of the programme and, where appropriate, in the assessment
- linking with company-based/workplace training programmes
- making full use of the variety of experiences of work and life that learners bring to the programme.

## Resources

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BTEC Higher National qualifications are designed to prepare learners for employment in specific industry sectors.

Physical resources need to support the delivery of the programme and the proper assessment of the outcomes and, therefore, should normally be of industry standard.

Staff delivering programmes and conducting the assessments should be familiar with current practice, legislation and standards used in the sector concerned.

Centres will need to meet any specialist resource requirements when they seek approval from Pearson.

Please refer to the *Essential requirements* section in individual units for specialist resource requirements.

## Delivery approach

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It is important that centres develop an approach to teaching and learning that supports the specialist vocational nature of the BTEC Higher National qualification. Specifications contain a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors need to ensure that appropriate links are made between theory and practice and that the knowledge base is applied to the sector. This will require the development of relevant and up-to-date teaching materials that allow learners to apply their learning to actual events and activities within the sector. Maximum use should be made of the learner's experience.

## Meeting local needs

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Centres should note that the qualifications set out in these specifications have been developed in consultation with centres, employers and relevant professional organisations.

The units are designed to meet the skill needs of the sector and the specialist units allow coverage of the full range of employment within the sector. Centres should make maximum use of the choice available to them within the specialist units to meet the needs of their learners, as well as the local skills and training needs.

Where centres identify a specific need that cannot be addressed using the units in this specification, centres can seek approval from Pearson to use units from other BTEC Higher National qualifications accredited in 2010. Centres will need to justify the need for importing units from other specifications and Pearson will ensure that the vocational focus of the qualification remains the same.

Applications must be made **in advance** of delivery by 31 January in the year of registration (see the website for details).

The flexibility to import standard units from other BTEC Higher National specifications accredited in 2010 is **limited to a maximum of 30 credits in a BTEC HNC qualification and a maximum of 60 credits only in any BTEC HND qualification**. This is an overall maximum and centres should check the 'Rules of Combination' information for the specific qualification to confirm the actual requirements. These units cannot be used at the expense of the mandatory core units in any qualification nor can the qualification rules of combination level rules be compromised. The centre must ensure that approved units are used only in eligible combinations.

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# Access and recruitment

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Pearson's policy regarding access to our qualifications is that:

- qualifications should be available to everyone who is capable of reaching the required standards
- qualifications should be free from any barriers that restrict access and progression
- there must be equal opportunities for everyone wishing to access the qualification.

Centres are required to recruit learners to BTEC Higher National qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the qualifications and that the qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the qualification. This assessment will need to take account of the support available to the learner within the centre during their programme of study and any specific support that might be necessary to allow the learner to access the assessment for the qualification.

Centres will need to review the profile of qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to level 4 or level 5 qualifications. For learners who have recently been in education, the entry profile is likely to include one of the following:

- a BTEC Level 3 qualification in Fashion and Textiles
- a GCE level profile that demonstrates strong performance in a relevant subject or an adequate performance in more than one GCE subject. This profile is likely to be supported by GCSE grades at A\* to C
- other related level 3 qualifications
- an Access to Higher Education Certificate received from an approved further education institution
- related work experience.

Mature learners may present a more varied profile of achievement that is likely to include extensive work experience (paid and/or unpaid) and/or achievement of a range of professional qualifications in their work sector.

## Restrictions on learner entry

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BTEC Higher National qualifications are accredited on the RQF for learners aged 18 years and over.

## **Equality Act 2010 and Pearson equality policy**

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Equality and fairness are central to our work. Our equality policy requires all learners to have equal opportunity to access our qualifications and assessments, and our qualifications are required to be 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 qualifications, disadvantaged in comparison with 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.

You can find details on how to make adjustments for learners with protected characteristics in the policy document *Access Arrangements, Reasonable Adjustments and Special Considerations*, available on our website.

An adjustment may not be considered reasonable if it involves unreasonable costs and/or timeframes or affects the security or integrity of the assessment.

There is no duty on awarding organisations to make any adjustment to the Assessment Objectives being tested in an assessment.

## **English language expectations**

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Centres delivering BTEC level 4 to 7 programmes are expected to ensure that all learners who are non-native English speakers or who have not studied the final two years of school in English, can demonstrate capability in English at a standard commensurate with:

- IELTS 5.5, with a minimum of 5.0 being awarded on individual sections for a level 4 or 5 qualification
- IELTS 6.5 for a level 6 or 7 qualification

Pearson's Standard Verifiers (EE) will expect centres to demonstrate that their learners meet these expectations.

## Professional body contact details

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British Design Innovation  
9 Pavilion Parade  
Brighton  
BN2 1RA  
Telephone: 01273 621 378  
Website: [www.britishdesigninnovation.org](http://www.britishdesigninnovation.org)

Society of Dyers and Colourists  
Perkin House  
82 Grattan Road  
Bradford  
West Yorkshire  
BD1 2JB  
Telephone: 01274 725138  
Website: [www.sdc.org.uk](http://www.sdc.org.uk)

Chartered Society of Designers  
1 Cedar Court  
Royal Oak Yard  
Bermondsey Street  
London SE1 3GA  
Telephone: 020 7357 8088  
Website: [www.csd.org.uk](http://www.csd.org.uk)

Design Business Association  
35–39 Old Street  
London  
EC1V 9HX  
Telephone: 020 7251 9229  
Fax: 020 7251 9221  
Email: [nicola.hutin@dba.org.uk](mailto:nicola.hutin@dba.org.uk)  
Website: [www.dba.org.uk](http://www.dba.org.uk)

Design Council  
Angel Building, St John Street  
London  
EC1V 4AB  
Telephone: 020 7420 5200

The Textile Institute  
1st Floor, St James' Buildings  
79 Oxford Street  
Manchester  
M1 6FQ

Telephone: 0161 237 1188

Website: [www.texti.org](http://www.texti.org)

## **How to obtain National Occupational Standards**

The National Occupational Standards for Skillset can be obtained from:

Creative Skillset  
1–3 Grosvenor Place  
London  
SW1X 7HJ

Telephone: 020 7713 9800

Website: [www.creativeskillset.org](http://www.creativeskillset.org)

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# Annexe A

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## Qualification Requirements

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### Rationale

Pearson BTEC Higher Nationals in Fashion and Textiles should be developed to focus on:

- Fashion and Textiles, Fashion and Textiles (Fashion) and Fashion and Textiles (Textiles)
- equipping learners with the knowledge, and understanding and skills required for success in current and future employment or for progression to an undergraduate degree
- equipping learners with transferable skills that will enable them to meet changing circumstances, whether these arise from a shift in their own sphere of employment, promotion to management roles or from general changes in professional practices or technological advances
- the role of the fashion and textiles designer and their relationship within the business in which they work and how their role and that of their business fits within the overall structure of the fashion and textiles industry
- providing opportunities for learners to focus on the development of the higher-level skills in a fashion and textiles context
- providing opportunities for centres to devise programmes of study that meet local or specialist needs.

### Aims of the qualification

BTEC Higher National Diplomas in Fashion and Textiles should meet the needs of the above rationale by:

- providing an educational foundation for a range of creative, technical and management careers in fashion and textiles
- providing specialist studies directly relevant to pathways of fashion and textiles in which learners intend to seek employment
- enabling learners to make an immediate contribution in employment
- providing flexibility, knowledge, skills and motivation as a basis for future studies and career development
- developing learners' abilities in fashion and textiles through effective use and combination of the knowledge and skills gained in different parts of the qualification
- developing a range of skills and techniques, personal qualities and attitudes essential for successful performance in professional working life.

## Mandatory curriculum

**Visual communication:** learners should research and use a range of drawing and other visual communication techniques and approaches, and critically examine and develop techniques used in their own work.

**Ideas generation:** learners should develop their knowledge of visual language through the evaluation of the work of other artists, craftworkers and designers. They should interpret the meanings and messages in particular art and design movements and also in the work of individual artists, craftworkers and designers. Learners should experiment with a range of traditional and non-traditional materials and processes.

**Context:** learners should study cultural history that informs current thought and debate within art, craft and design. The emphasis should be on research and study skills and on learners acquiring source material and knowledge. Learners should be provided with the knowledge, skill and understanding necessary to define and research an historical context and relate it to the present. They should also demonstrate theoretical and practical knowledge of historical and contemporary ideas in their own work.

**Professional practice:** learners should relate practical studies in art, craft or design to a professional context. They should present and promote their work to professional standards.

## Optional curriculum

Optional specialist routes through the qualification can be developed in the following context.

**Fashion:** where learners investigate the fashion industry and fashion markets, learn to design and produce fashion garments and products, investigate fashion techniques and processes, realise a fashion collection and explore clothing manufacture production operations.

**Textiles:** where learners investigate the surface pattern and textiles industry, learn to design and produce surface pattern designs and textiles products, investigate textiles specialist techniques and processes and explore textiles manufacture production operations.

## Links to National Standards

There is the opportunity for programmes in art and design to provide some of the underpinning knowledge, understanding and skills for the Level 4 NVQ Design Management.

## **Entry prerequisites**

There are no particular entry requirements for this qualification. Learners who enter with at least one of the following are likely to benefit more readily from an art and design programme: a BTEC National in an art and design subject, a relevant GCE profile with appropriate supporting passes at GCSE, appropriate work experience.

## **Higher-level skills and abilities**

Learners will be expected to develop the following skills during the programme of study:

- synthesis of a range of concepts, knowledge and skills relating to fashion and textiles
- application of complex theories to practical realistic work situations in the fashion and textiles sector
- independence of approach to study and the generation of fashion and textiles evidence
- ability to engage with complex and/or unpredictable situations in fashion and textiles contexts
- ability to take responsibility to manage and direct their own and others' activities
- insight and judgement in relation to the margins and consequences of error
- research and investigative skills
- responsiveness to change and ability to multi-task
- ability to innovate and work in a creative way.



# Annexe B

## National Occupational Standards (NOS)

### Mapping against the National Occupational Standards

The grid below maps the knowledge covered in the National Occupational Standards against the underpinning knowledge of the Pearson BTEC Higher Nationals in Fashion and Textiles.

HNC/D titles NOS suite title	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 8	Unit 9	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 22	Unit 23	Unit 34	Unit 35	Unit 36	Unit 37
	Animation	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3		
Crafts	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3	3	3	3
Design	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Fashion and Textiles	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Interactive Media	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
Jewellery	3	3	3	3	3	3	3	3	3	3	3	3	3	3		3			
Moving Image	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			
Photo Imaging	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3			

HNC/D titles NOS suite title	Unit 38	Unit 39	Unit 40	Unit 41	Unit 42	Unit 43	Unit 44	Unit 45	Unit 46	Unit 47	Unit 48	Unit 49	Unit 50	Unit 51	Unit 52	Unit 53	Unit 54	Unit 55	Unit 56
Animation																			
Crafts	3	3		3	3	3	3	3	3	3	3		3					3	3
Design	3	3		3	3	3	3	3	3	3	3		3					3	3
Fashion and Textiles	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
Interactive Media																			
Jewellery													3						
Moving Image																			
Photo Imaging																			

HNC/D titles NOS suite title	Unit 57	Unit 58	Unit 59	Unit 60	Unit 61	Unit 62	Unit 86	Unit 91	Unit 94	Unit 97	Unit 102	Unit 104	Unit 111	Unit 113	Unit 125	Unit 130
Animation							3	3	3							3
Crafts	3					3	3	3	3	3	3				3	3
Design	3	3				3	3	3	3	3	3			3	3	3
Fashion and Textiles	3	3	3	3	3	3	3	3	3							3
Interactive Media							3	3	3							3
Jewellery							3	3	3	3						
Moving Image							3	3	3					3		3
Photo Imaging							3	3	3			3	3	3		3



# Annexe C

## Grade descriptors

### Pass grade

A **pass grade** is achieved by meeting all the requirements defined in the assessment criteria for pass for each unit.

### Merit grade

<b>Merit grade descriptors</b>	<b>Exemplar indicative characteristics</b> <b>Centres can identify and use other relevant characteristics. This is NOT a tick list.</b>
In order to achieve a <b>merit</b> the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> <li>• identify and apply strategies to find appropriate solutions</li> </ul>	<ul style="list-style-type: none"> <li>• effective judgements have been made</li> <li>• complex problems with more than one variable have been explored</li> <li>• an effective approach to study and research has been applied</li> </ul>
<ul style="list-style-type: none"> <li>• select/design and apply appropriate methods/techniques</li> </ul>	<ul style="list-style-type: none"> <li>• relevant theories and techniques have been applied</li> <li>• a range of methods and techniques have been applied</li> <li>• a range of sources of information has been used</li> <li>• the selection of methods and techniques/sources has been justified</li> <li>• the design of methods/techniques has been justified</li> <li>• complex information/data has been synthesised and processed</li> <li>• appropriate learning methods/techniques have been applied</li> </ul>
<ul style="list-style-type: none"> <li>• present and communicate appropriate findings</li> </ul>	<ul style="list-style-type: none"> <li>• the appropriate structure and approach has been used</li> <li>• coherent, logical development of principles/concepts for the intended audience</li> <li>• a range of methods of presentation have been used and technical language has been accurately used</li> <li>• communication has taken place in familiar and unfamiliar contexts</li> <li>• the communication is appropriate for familiar and unfamiliar audiences and appropriate media have been used.</li> </ul>

## Distinction grade

<b>Distinction grade descriptors</b>	<b>Exemplar indicative characteristics</b>  <b>Centres can identify and use other relevant characteristics. This is NOT a tick list.</b>
In order to achieve a <b>distinction</b> the learner must:	The learner's evidence shows, for example:
<ul style="list-style-type: none"> <li>• use critical reflection to evaluate own work and justify valid conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• conclusions have been arrived at through synthesis of ideas and have been justified</li> <li>• the validity of results has been evaluated using defined criteria</li> <li>• self-criticism of approach has taken place</li> <li>• realistic improvements have been proposed against defined characteristics for success</li> </ul>
<ul style="list-style-type: none"> <li>• take responsibility for managing and organising activities</li> </ul>	<ul style="list-style-type: none"> <li>• autonomy/independence has been demonstrated</li> <li>• substantial activities, projects or investigations have been planned, managed and organised</li> <li>• activities have been managed</li> <li>• the unforeseen has been accommodated</li> <li>• the importance of interdependence has been recognised and achieved</li> </ul>
<ul style="list-style-type: none"> <li>• demonstrate convergent/lateral/creative thinking</li> </ul>	<ul style="list-style-type: none"> <li>• ideas have been generated and decisions taken</li> <li>• self-evaluation has taken place</li> <li>• convergent and lateral thinking have been applied</li> <li>• problems have been solved</li> <li>• innovation and creative thought have been applied</li> <li>• receptiveness to new ideas is evident</li> <li>• effective thinking has taken place in unfamiliar contexts.</li> </ul>

# Annexe D

## Unit mapping in depth

The BTEC Higher National units in Fashion and Textiles (specification start date 01/09/2010) are mapped against the 2003 BTEC Higher National units in Fashion and Textiles (specification end date 31/08/2010), in the following tables:

2010 units		2003 units	Mapping/comments (new topics in italics)
Number	Name	Name	
1	Visual Communication in Art and Design	Visual Communication	Content in old unit is mapped fully to new unit
2	Ideas Generation and Development in Art and Design	Ideas Generation	Content in old unit is mapped fully to new unit
3	Contextual and Cultural Referencing in Art and Design	Historical and Contextual Referencing in Fine Art/Historical and Contextual Referencing/Ideas in Context	Content from old units has been merged into the new unit to allow application to specialist pathways
4	Professional Practice in Art and Design	Visual Arts Professional Practice/Professional Practice and Development/Interactive Media Professional Practice	Content from old units has been merged into the new unit to allow application to specialist pathways
5	Project Design, Implementation and Evaluation	-	The new unit is designed to be used in conjunction with specialist units to create a major project
6	Critical Study in Art and Design	Critical Study in Fine Art/Critical Study	Content from old units has been merged into the new unit
8	Ideas in Context	Ideas in Context	Content in old unit is mapped fully to new unit

2010 units		2003 units	Mapping/comments (new topics in italics)
Number	Name	Name	
9	Research Project	-	The new unit is designed to be used in conjunction with specialist units to create a major project
12	Personal and Professional Development	Professional Practice and Development	The new unit can be applied to any specialist pathway
13	Managing a Creative Business	-	This is a new unit designed to be used in any specialist pathway
14	Business Practice in Art and Design	Business Practice	Content in old unit is mapped fully to new unit
15	Work-based Experience	-	This is a new unit designed to be used in any specialist pathway
16	Employability Skills	-	This is a new unit designed to be used in any specialist pathway
22	References and Sources in Art and Design	Referencing and Sources	Content in old unit is mapped fully to new unit
23	Communication with Images in Art and Design	Communicating with Images	Content in old unit is mapped fully to new unit
34	Management of the Design and Production Process	Managing the Design and Production Process	Content in old unit is mapped fully to new unit
35	Design Exploration in Textiles	Design Exploration in Textiles	Content in old unit is mapped fully to new unit
36	Design Application in Textiles	Design Application in Textiles	Content in old unit is mapped fully to new unit
37	Techniques and Processes in Textiles	Techniques and Processes in Textiles	Content in old unit is mapped fully to new unit

2010 units		2003 units	Mapping/comments (new topics in italics)
Number	Name	Name	
39	Textile Collection Realisation	Realising a Textile Collection	Content in old unit is mapped fully to new unit
40	Textile Manufacture Production Operations	Textile Manufacture Production Operations	Content in old unit is mapped fully to new unit
41	Specialist Textiles Techniques and Processes	Textiles Specialist Techniques and Processes	Content in old unit is mapped fully to new unit
42	Experimental Constructed Textiles	Experimental Constructed Textiles	Content in old unit is mapped fully to new unit
43	Experimental Printed Textiles	Experimental Printed Textiles	Content in old unit is mapped fully to new unit
44	Experimental Embroidered Textiles	Experimental Embroidered Textiles	Content in old unit is mapped fully to new unit
45	Design Exploration in Fashion	Design Exploration in Fashion	Content in old unit is mapped fully to new unit
46	Design Application in Fashion	Design Application in Fashion	Content in old unit is mapped fully to new unit
47	Techniques and Processes in Fashion	Techniques and Processes in Fashion	Content in old unit is mapped fully to new unit
48	Production Techniques in Fashion	Production Techniques	Content in old unit is mapped fully to new unit
49	Pattern Drafting in Fashion	Pattern Drafting	Content in old unit is mapped fully to new unit
50	Research and Development for Fashion Design	Research and Development for Fashion Design	Content in old unit is mapped fully to new unit

2010 units		2003 units	Mapping/comments (new topics in italics)
Number	Name	Name	
38	Design Research in Textiles	Design Research in Textiles	Content in old unit is mapped fully to new unit
51	Pattern Construction in Fashion	Pattern Construction	Content in old unit is mapped fully to new unit
52	Garment Manufacture	Garment Manufacture	Content in old unit is mapped fully to new unit
53	Clothing Manufacture Production Operations	Clothing Manufacture Production Operations	Content in old unit is mapped fully to new unit
54	Fashion Promotion and Marketing	Fashion Promotion/Fashion Environment	Content from old units has been merged into the new unit
55	Concepts for Costume Design	Costume Design Concept	Content in old unit is mapped fully to new unit
56	Costume Production for Performing Arts	Costume Production	Content in old unit is mapped fully to new unit
57	Millinery and Headdresses	Millinery and Headdresses	Content in old unit is mapped fully to new unit
58	Cultural Understanding in Fashion	Cultural Understanding in Fashion	Content in old unit is mapped fully to new unit
59	CAD/CAM for Fashion and Textiles	CAD/CAM for Fashion and Textiles	Content in old unit is mapped fully to new unit
60	Fashion and Textiles Materials Understanding	Fashion and Textile Materials Understanding	Content in old unit is mapped fully to new unit
61	Fashion Collection Realisation	Realising a Fashion Collection	Content in old unit is mapped fully to new unit
62	Costume Realisation	Costume Realisation	Content in old unit is mapped fully to new unit

2010 units		2003 units	Mapping/comments (new topics in italics)
Number	Name	Name	
86	Digital Media in Art and Design	Computers in Photography/Computer Applications in Art and Design/Electronic Communication Applications	Content from old units has been updated and merged into the new unit to allow application to specialist pathways
91	Design for Performing Arts	Design for Performance	Content in old unit is mapped fully to new unit
94	Visual and Personal Presentation	Visual and Personal Presentation	Content in old unit is mapped fully to new unit
97	Jewellery, Accessories and Body Adornment	Jewellery, Accessories and Body Adornment	Content in old unit is mapped fully to new unit
102	Interior Design	Interior Design	Content in old unit is mapped fully to new unit
104	Lens-based Recording Techniques in Art and Design	Lens-based Recording Techniques in Fine Art	Content in old unit is mapped fully to new unit
111	Digital Image Creation and Development	Digital Imaging in Fine Art/Digital Imaging/Creating Digital Images/Image Manipulation Applications	Content from old units has been updated and merged into the new unit to allow application to specialist pathways
113	Fashion Photography	Fashion Photography	Content in old unit is mapped fully to new unit
125	Fine Art Digital Applications	Fine Art Digital Applications	Content in old unit is mapped fully to new unit
130	Drawing Techniques and Processes in Art and Design	Drawing Techniques and Approaches	Content in old unit is mapped fully to new unit



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# Annexe E

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## Calculation of the qualification grade

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### Pass qualification grade

Learners who achieve the minimum eligible credit value specified by the rule of combination will achieve the qualification at pass grade (see section *Rules of combination for BTEC Levels 4 and 5 Higher National qualifications*).

### Qualification grades above pass grade

Learners will be awarded a merit or distinction qualification grade by the aggregation of points gained through the successful achievement of individual units. **The graded section of both qualifications is based on the learner's best performance in units at the level or above of the qualification to the value of 75 credits.**

The number of points available is dependent on the unit grade achieved and the credit size of the unit (as shown in the table below).

### Points available per credit at specified unit grades

Points per credit		
Pass	Merit	Distinction
0	1	2

So a 15 credit unit awarded a merit grade will gain 15 points.

### Qualification grades

#### BTEC Level 4 HNC

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

#### BTEC Level 5 HND

Points range	Grade	
0-74	Pass	P
75-149	Merit	M
150	Distinction	D

These are some examples of how the HNC Diploma grades are calculated:

**Example 1: Achievement of a BTEC HNC Diploma with Pass grade**

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	0	
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	M	1	15
Unit 4	Mandatory core unit	4	15	M	1	15
Unit 15	Specialist unit	5	15	P	0	
Unit 17	Specialist unit	5	15	P	0	
Unit 18	Specialist unit	4	15	M	1	15
Unit 12	Specialist unit	4	15	M	1	15
Unit 14	Specialist unit	4	10	D	2	20
	<b>Qualification total requirement 120</b>		<b>130</b>			<b>60</b>

Unit 14 is not included as it is an additional unit on top of the 120 credit qualification

The learner can only include the points from the best 75 out of 120 credits in a valid combination.

**Example 2: Achievement of a BTEC HNC Diploma with Merit grade**

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	M	1	15
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	M	1	15
Unit 4	Mandatory core unit	4	15	P	0	
Unit 15	Specialist unit	5	15	P	0	
Unit 9	Specialist unit	4	15	M	1	15
Unit 18	Specialist unit	4	15	M	1	15
Unit 12	specialist unit	4	15	M	1	15
	<b>Qualification total requirement 120</b>		<b>120</b>			<b>75</b>

The best 75 credits include both core and optional units.

The learner has sufficient points for a merit.

### Example 3: Achievement of an HNC Diploma with Distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting x credit points)
Unit 1	Mandatory core unit	4	15	M	1	(15)
Unit 2	Mandatory core unit	4	15	P	0	
Unit 3	Mandatory core unit	4	15	D	2	30
Unit 4	Mandatory core unit	4	15	P	0	
Unit 15	Specialist unit	4	15	D	2	30
Unit 17	Specialist unit	4	15	D	2	30
Unit 9	Specialist unit	4	15	D	2	30
Unit 12	Specialist unit	4	15	D	2	30
	<b>Qualification total requirement- 120</b>		<b>120</b>			<b>150</b>

The learner has grade points in more than 75 credits. The best performance is used to calculate the grade. These can be level 4/5 for the HNC

The learner has enough points for a Distinction from 75 credits.

### Examples for the HND Diploma:

The tables below give examples of how the overall grade is determined.

**Only points from units at or above the level of the qualification can be counted towards the grade.**

**Examples used are for illustrative purposes only. Other unit combinations are possible.**

#### Example 1: Achievement of an HND Diploma with a pass grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	P	0	
Unit 7	Mandatory core unit	5	15	M	1	15
Unit 8	Mandatory core unit	5	20	P	0	
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	P	0	
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	15
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	15
	<b>Qualification grade totals</b>	<b>Min 125 at level 5</b>	<b>245</b>			<b>60</b>

Count the points from level 5 units for the best 75 credits  
X these units are **below** the level of the HND Diploma so not counted for grading

The learner has sufficient points for a pass grade.

## Example 2

### Achievement of an HND Diploma with a Merit grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	M	X	
Unit 4	Mandatory core unit	4	15	M	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	M	1	15
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	40
Unit 20	Specialist unit	5	15	M	1	15
Unit 21	Specialist unit	5	15	M	1	(15)
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	5	10	D	2	20
<b>Qualification grade totals</b>		<b>Min 125 at level 5</b>	<b>255</b>			<b>120</b>

The learner can be considered for a merit: only count the points from **the best 75** credits from a valid combination of 240 credits

X these units are **below** the level of the qualification so **cannot** be counted for grading

The best 75 credits include both mandatory core and optional units

( ) these units are not counted in the overall score

The learner has sufficient points for a merit grade.

### Example 3

#### Achievement of an HND Diploma with a distinction grade

		Level	Credit	Grade	Grade points	Points per unit (weighting × credit points)
Unit 1	Mandatory core unit	4	15	P	X	
Unit 2	Mandatory core unit	4	15	M	X	
Unit 3	Mandatory core unit	4	15	D	X	
Unit 4	Mandatory core unit	4	15	D	X	
Unit 5	Mandatory core unit	4	15	M	X	
Unit 6	Mandatory core unit	5	15	D	2	30
Unit 7	Mandatory core unit	5	15	D	2	30
Unit 8	Mandatory core unit	5	20	D	2	30
Unit 20	Specialist unit	5	15	D	2	30
Unit 21	Specialist unit	5	15	D	2	30
Unit 23	Specialist unit	5	15	P	0	
Unit 25	Specialist unit	4	15	P	X	
Unit 26	Specialist unit	5	15	M	1	(15)
Unit 29	Specialist unit	4	15	M	X	
Unit 33	Specialist unit	4	15	M	X	
Unit 35	Specialist unit	5	15	M	1	(15)
Unit 36	Specialist unit	4	15	P	X	
<b>Qualification grade totals</b>		<b>Min 125 at level 5</b>	<b>245</b>			<b>150</b>

The learner can be considered for a distinction: only count the points from level 5 units for the best 75 credits from a valid combination of **240** credits  
 () these units are not counted in the overall score  
 X not counted as **below the** level of the qualification.

The learner has sufficient points for a distinction grade.

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