

Unit 10: Personal and Professional Development in Art and Design

Unit code:	D/600/0116
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' skills and knowledge in their personal and professional development in art and design. Practitioners in this field need to present their work to a range of audiences such as team members, clients, potential employers and interview panels. They will set personal goals and compile a professional portfolio to support their progression.

● Unit introduction

Personal and professional development is a key area within the highly competitive fields of art, craft and design. Artists, craftspeople and designers need to possess the necessary skills to ensure themselves and their work are presented effectively. These skills are also needed for progression through career pathways.

Artists, craftspeople and designers need to gather information from a wide range of sources and apply it to areas such as prospective employment or exhibition opportunities, commercial briefs and freelance work. They also need to be able to select and use the information to ensure they have the best progression opportunities. This unit aims to develop learners' skills in sourcing and selecting from relevant information. They can then apply this knowledge to the important task of organising their personal progression, through career pathways or higher education, and use the research to make informed choices.

A fundamental component of any artist's, craftsperson's or designer's presentation will be their portfolio. In this unit learners will develop skills that are essential to producing a strong and balanced portfolio. They will be taught how to select work and be shown examples of different presentation techniques and methods. These will include techniques such as mounting 2D work, labelling or presenting work in digital formats. Issues such as identifying the purpose of the portfolio and the intended audience will also be considered. Learners will be encouraged to identify strengths in their own work.

Artists, craftspeople and designers need to communicate effectively. This is achieved through using verbal and written communication skills. In this unit learners will develop communication through discussions based on their portfolio and working practices. Learners will also consider how written statements are used to inform audiences about the purpose, content or meaning of art, craft or design work. The ability to present work effectively is a fundamental aspect of professional working practice, and underpins much of the creative activity of practitioners.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know how to gather information and use it to select progression goals
- 2 Be able to prepare a portfolio of art, craft or design work
- 3 Be able to prepare written material to support progression
- 4 Be able to develop personal presentation and communication skills

Unit content

1 Know how to gather information and use it to select progression goals

Gather information: from sources eg first-hand information, visits, visiting speakers, written responses, work experience, printed, electronic, reports, emails, blogs, websites, handbooks, brochures, prospectuses, directories

Select progression goals: eg personal qualifications, skills, attributes, personal aspirations, options, lifestyles; financial constraints eg fees, grants, loans, sponsorship

2 Be able to prepare and present a portfolio of art, craft or design work

Prepare a portfolio: objectives eg personal work, work for presentation, interview, progression goals; show evidence eg abilities, experience, specific to objectives; portfolio contents eg organisation, format, layout, arrangement, drawings, printouts, digital; presentation eg mounting, protection, ordering, audience, front screen, legibility, labelling, supporting statements

3 Be able to prepare written material to support progression

Prepare written materials: curriculum vitae; letters of application; speculative letters of application; personal statements; application forms

4 Be able to develop personal presentation and communication skills

Presentation skills: eg personal presentation, individuality within dress codes, body language, social conventions

Communication skills: eg greetings, introductions, face-to-face discussions, interview techniques, using telephones, video conferencing, speaking to an audience, individual and group critiques, tutorials

Developing industry links: eg industrial advisers, work-based learning, live briefs, visiting lecturers, workplace visits, competitions eg D&AD

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 gather information and use it to select progression goals [IE, CT, RL, SM, EP]	M1 effectively source information and apply knowledge to inform decisions on progression	D1 show comprehension and skill in analysing and evaluating relevant information to make well-informed progression decisions
P2 produce a portfolio of art, craft or design work [IE, CT, RL, SM, EP]	M2 produce a structured, considered creative portfolio	D2 demonstrate a high level of skill and understanding in producing an original portfolio, supported by an individual, innovative and informed presentation.
P3 prepare written material to support progression [IP, CT, RL, SM, EP]	M3 produce coherent, effective written materials to meet progression goals	
P4 develop personal presentation and communication skills. [IE, CT, RL, SM, EP]	M4 apply knowledge in producing effective verbal communication and personal presentation.	

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

The unit offers learners the opportunity to prepare themselves for working in the creative industry. Developing a personal and professional work ethic is essential if learners are to become successful participants in the creative industry, whether working as an individual or as part of a team.

This unit can be delivered through a combination of tutorials and external professional support for directed tasks. Personal support should be provided through individual and group tutorials. Exercises in analysing personal information and preparing written materials will help learners to identify and realise their own progression goals. Learners should be encouraged to make contact with appropriate institutions or employers to gain information and be supported where visits take place. Any relevant previous experience or knowledge should also be taken into account.

Learning outcome 1 can be delivered through research into career opportunities and sourcing of relevant information. Learners wishing to progress to higher education should gather information on career pathways and the required qualifications. Learners should evaluate and clarify their progression goals in relation to their personal aspirations and any identified constraints. Financial information, such as fees and loans, should be used to inform this process. Learners will need to collate and organise the results of their research in an ordered manner.

Learning outcome 2 can be delivered through practical sessions introducing the purpose of a portfolio with physical examples of portfolios. Through viewing examples, learners should gauge the important aspects of compiling an appropriate portfolio. The processes of selection, mounting, ordering in sequence, captioning or labelling can then be supported through personal and group tutorials that sum up key stages in the process ie selection. If learners are compiling a portfolio in digital format they will need to consider user-friendly formats for example DVD menus, and to organise the work appropriately. Photographic resources may be required for recording and producing evidence of large-scale work, sculpture or installation. Learners should access online portfolios, this may involve approaching BA/MA graduates at various universities, in person or through blogs or email, who may have chosen online portfolios as a platform.

Learning outcome 3 involves learners in developing personal insights gained through reviewing of information. This outcome will be underpinned by information gathered and evaluated for outcomes 1, 2 and 4. Learners should be able to identify their strengths, as demonstrated in their portfolio and use this information to produce written materials that are appropriate to progression goals. If learners are progressing to higher education they should be supported in producing a coherent personal statement as part of the UCAS application process. If learners are applying for employment they should produce a concise and dynamic curriculum vitae. Media and graphic techniques may be used to produce CVs in an innovative and personal format. Learners must be taught how to compose letters of application, based on personal statements. A key thread in this learning outcome is learner awareness of their personal strengths. Learners should be able to develop a positive understanding of where they intend to be, in terms of higher education or employment.

Learning outcome 4 can be delivered through tutorials. Mock interviews and presentation exercises can be used, supported by sample materials, videos and portfolio evidence. Mock interviews can benefit from a mixed panel of interviewers, some of whom should not be known to the interviewee.

Learners can also be encouraged to interview each other as part of this process. Opportunities exist for bringing learners together to share common concerns about being interviewed. Learners should be supported by tutors to build confidence through practise and reflection, and by repeating exercises and experiences. Group tutorials should provide clear peer and mentor presentation feedback to learners.

Final portfolio presentations could be made to a panel comprising tutors, peers, specialist external advisers and non-subject-specific internal personnel.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit content
Assignment 1: Preparing for Interview
Discuss sustained opportunities for visual, verbal and written evidence gathering
Identify personal and professional responsibilities to progression
Outline potential industry and academic links
Personal and professional skills development, to make appropriate contact with industry and academic sources
Follow up academic progression links
Record results from processing academic links
Track progress of academic progression links
Follow up potential industry links
Record results from linking with industry
Track progress of links with industry
Learner initiated study and follow up
Assignment 2: Presenting your Portfolio
Map opportunities for identifying personal and professional skills
Outline proposals for visual and written evidence gathering
Discuss opportunities and methods of gathering and analysing evidence
Structure strategy to maximise opportunity for evidence gathering
Establish timelines to maximise evidence gathering opportunities
Record, illustrate and reference research and evidence
Periodically review and analyse evidence to demonstrate creative skills and support progress
Develop methods for implementing personal and professional practice and supporting progress, including critiques, mock interviews, work-based learning, live briefing opportunities
Monitor and review long-term opportunities to meet ongoing development targets for personal and professional improvement
Track outcomes of personal and professional improvement targets
Learner initiated study and follow up
Select evidence to demonstrate creative skills and support progress
Confirm proven methodology for gathering and recording evidence for verbal and written communication
Use internal and external opportunities to practise and confirm verbal, written and visual presentation skills
Review of unit and assessment

Assessment

For P1, learners will be able to gather information on progression, but they will need to be supported by the tutor. Learners will evaluate information at a basic level, but they will need to develop more understanding in order to identify information to inform their progression goals. Any identification materials and techniques will be instigated by the tutor.

For P2 re: presenting creative skills, learners will be able to select work for their portfolio, but the process will be tutor led at all relevant stages. Learners will show limited understanding of the selection process. Learners will produce a basic portfolio of art, craft or design work. The portfolio will be appropriate for its purpose but its development will have been tutor directed. There will be limited evidence of learners' personal understanding of how the work selected reflects any particular strengths.

For P3, learners will be able to evaluate their personal skills profile, but much of this will be tutor directed. The sense of enquiry shown by learners will be at a basic level, and any conclusions reached will be limited and lack any real insight. Learners will produce personal statements that are basic and require consistent tutorial input to achieve coherence.

For P4, learners will have a basic appreciation of presentation techniques, but apply them with limited understanding. Tutor instructions will be followed but with learners having a basic understanding of the importance of their actions. Learners will also show limited presentation skills. Communication skills will be used but at a basic level. Learners may lack clear goals but should be able to determine where to find information and be able to present their work as a portfolio.

For M1, learners will show independence in gathering information from a broad range of sources. Information will be applied effectively to make informed decisions on progression.

For M2, learners will, independently, prepare a portfolio that is well structured and shows a clear understanding of personal strengths. The selection of work will be well considered and appropriate to their progression goals.

For M3, learners will prepare written information that shows fluency and is concise. It will show some command of language and an understanding of personal attributes.

For M4, learners will show skill in presenting themselves and their work. Communication will be fluent, concise and effective.

For D1, learners will show a high level of comprehension and skill in analysing and evaluating information. There will be clear sense of purposeful enquiry. Learners' organised records will show a degree of comprehension that distinguishes the work. Responses to information will be collated in note format or through recorded/minutes discussion with tutors, or both. Decisions on progression will be directly informed by consistent evaluation.

For D2, learners will demonstrate a high level of skill in organising a dynamic, individual and visually stimulating portfolio. It will emphasise personal, professional and specialist strengths. The portfolio will demonstrate learners' skills in the selection, mounting and display of work. Written information produced to support progression will be coherent and informative, showing a clear, succinct command of language. Personal statements will be concise and informative. Curriculum vitae and letters of application will be well researched and produced with skill and individuality.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
PI, P2, P3, P4 M1, M2, M3 D1, D2	Assignment 1: Preparing for Interview	A designer is invited for interview; a fine artist is asked to present to a committee for a commission	Documents to include: <ul style="list-style-type: none"> personal profile CV (paper/electronic) UCAS/employer application form (draft) Draft cover letter to support progression documentation Recorded evidence of presentation methods: <ul style="list-style-type: none"> source exemplar recordings of presentation scenarios record tutorial sessions, including role play, on presentation techniques and scenarios record mock interviews and portfolio presentations (with tutors, peers)
PI, P2, P3, P4 M1, M2, M3, M4 D1, D2	Assignment 2: Presenting your Portfolio	Presentation to an interview panel	Formal application documentation and portfolio presentation: <ul style="list-style-type: none"> creative and formal written material to support informed progression presentation of portfolio and supporting evidence to confirm specialist skills

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Art and Design sector suite. This unit has particular links with the following unit titles in the BTEC Art and Design suite.

This unit builds on the essentials of a professional approach to working as an artist, craftsperson or designer which are established in specialist *Unit 9: Professional Practice in Art and Design*. It may also link, in terms of goals, with *Unit 22: Setting Up an Art and Design Studio*. The unit also relates to *Unit 7: Design Methods in Art and Design* and *Unit 8: Design Principles in Art and Design*, in focusing on approaches to work and the development of work rather than specific disciplines. It relates to units involving specialist practical activities in that the portfolio of art, craft or design work will show the range of ability and experience acquired through practical work.

Level 1	Level 2	Level 3
Explore Artists' and Designers' Work	Building an Art and Design Portfolio	Professional Practice in Art and Design
Planning an Enterprise Activity	Working in the Art and Design Industry	Setting Up an Art and Design Studio
		Design Principles in Art and Design

National Occupational Standards

This unit also provides development opportunities for some of the underpinning skills, knowledge and understanding of the following National Occupational Standards:

CCSkills Sector Skills Council

Design (revisions in draft form June 2009)

- DES1 Apply Research on the History and Theory of Design to Your Own Design Activities
- DES2 Apply Design Industry Knowledge to Inform Your Own Design Work Practice and Work
- DES3 Use Critical Thinking Techniques in Your Design Work
- DES6 Work Effectively with Others in a Creative Environment
- DES14 Explore the History and Social Impact of Creativity and How it can Influence Your Own Design Work
- DES15 Research and Evaluate the Nature of Design in a Specific Industry Context
- DES18 Interpret the Design Brief and Follow the Design Process
- DES21 Articulate, Present and Debate Ideas in a Creative Environment
- DES38 Manage Design Realisation
- DES39 Manage a Design Project

Skillset Sector Skills Council

Photo Imaging

- C1 Contribute to Effective Performance at Work
- C3 Contribute to the Maintenance of Health, Safety and Security at Work
- C6 Contribute to the Development of The Photo Imaging Brief

Skillfast-UK Sector Skills Council

Textiles and Material Design

- HS1 Health, Safety and Security at Work
- D3 Develop Design Responses for Textiles and Materials to Meet Agreed Requirements
- D2 Develop and Communicate Design Ideas for Textiles and Materials
- D4 Contribute to Producing Detailed Designs for Textiles and Materials
- D13 Plan and Manage Design Work

Essential resources

Learners must have access to sufficient library and electronic information resources to enable them to gather information to support progression goals. For learners wanting to progress to higher education, support, guidance and information relating to UCAS application procedures must be available. Learners must also have access to telephone, word processing and photocopying facilities.

Sample material in the form of videos and printed case studies will be needed to help learners develop presentation and communication skills. Alternative media examples such as online portfolios, role-play exercises, video conference recording, webcam activities and recordings will provide good directional teaching materials.

Printed learning materials produced by most careers services will be required to support learners in identifying progression goals and preparing written material to support their progression. Presentations by specialist careers staff, focusing on relevant areas may also be useful. Learners will also need to be taught how to construct concise letters of application and covering letters to support forms and any other documentation.

Studio and/or workshop facilities appropriate to learners' chosen specialist study areas will be required to support them in preparing their portfolios.

Networking and involvement with industry is essential in the context of mock applications, interviews and other progression support. An industrial adviser appointed to the course would prove invaluable across the unit delivery.

Employer Engagement and Vocational Contexts

Centres should develop links with practising artists, craftspeople and designers, to deliver assignments to learners or to provide work experience.

Links with employers are essential to delivery of the programme in terms of work experience and future employment.

Vocational learning support resources include:

- Learning and Skills Network – www.vocationallearning.org.uk

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk
- work-based learning guidance – www.aimhighersw.ac.uk/wbl.htm

Assignments should be vocationally relevant. Centres should consider the delivery of 'live projects' to support the vocational content of the unit and programme.

Creative & Cultural Skills (www.ccskills.org.uk), the sector skills council for arts, crafts and design have launched the web portal Creative Choices (www.creative-choices.co.uk). This portal has a range of information about careers in the arts, crafts and design sector, including job descriptions.

Skillset, the sector skills council for creative media (www.skillset.org), provide details (www.skillset.org/careers) about careers advice and industry information, plus a regularly updated news and events page.

Skillfast-UK, the sector skills council for fashion and textiles (www.skillfast-uk.org), provide details (www.skillfast-uk.org/justthejob) about careers advice and industry information, plus regularly updated news and events pages.

Indicative reading for learners

Textbooks

Eisenman S – *Building Design Portfolios: Innovative Concepts for Presenting Your Work* (Rockport Publishers Inc, 2008) ISBN 978-1592534388

Evans D W – *People, Communication and Organisations* (Prentice Hall, 1990) ISBN 978-0273032694

Learning Express Skill Builders – *Writing Skills: Success in 20 Minutes a Day* (LLC, 1998) ISBN 978-1576851289

Websites

www.nsead.org/cpd/index.aspx

National Society for Education in Art and Design (NSEAD)
– professional development section

www.yourcreativefuture.org

A comprehensive guide to courses and careers in art and design

www.ucas.ac.uk

UCAS Handbook and/or website for the relevant year

www.creative-choices.co.uk

Case studies of careers in the creative industries

www.figdig.com

Building a free online portfolio

Other

Video Arts' briefcase booklets and training videos (for example 'Meetings Bloody Meetings') www.videoarts.com

Presentation Helper www.presentationhelper.co.uk/effective-presentation-techniques-the-top-10-149.htm

Creative CVs www.kent.ac.uk/careers/cv/creativeCVs.htm

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit:

Skill	When learners are ...
Independent enquirers	selecting information appropriate to progression goals
Creative thinkers	exploring dynamic ways of presenting work and self for progression
Reflective learners	reviewing, reflecting on and evaluating sourced information appropriate to progression goals
Self-managers	organising time, planning resources and handling information appropriate to progression goals
Effective participators	allowing for own and others' opinions, suggestions and proposals to be respected, considered, reviewed and actioned where appropriate.

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Independent enquirers	planning and carrying out research to progress goals
Creative thinkers	trying out alternative ways of developing their portfolio to progress goals adapting their ideas, based on advice and guidance from tutors and peers
Reflective learners	setting progression goals inviting feedback on their own work and dealing positively with praise, setbacks and criticism evaluating their experiences and learning to inform progression goals
Self-managers	seeking out progression goals and showing flexibility when priorities may change dealing with competing pressures, including personal and work-related demands seeking advice and support when needed
Effective participators	creating opportunities for mock presentations, to allow for own and others' suggestions and proposals to be respected, considered, reviewed and actioned where appropriate allowing project scheduling to encompass implementation of action points.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	researching progression goals
Manage information storage to enable efficient retrieval	developing appropriate methods of storing visual and written materials relating to progression goals
Follow and understand the need for safety and security practices	creating and finding appropriate materials, techniques and processes, and adapting them for use
Troubleshoot	exploring, extracting and assessing the relevance of information from design-related specialists, employers and associated sources
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	creating and finding appropriate resources, materials, techniques, technologies and processes, and adapting them as principles in assembling and presenting a portfolio
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring and assessing the relevance of information from design-related websites
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> • text and tables • images • numbers • records 	sourcing, evaluating and testing appropriate information to meet and progress goals, with safe and effective use of appropriate media, materials, techniques and processes
Bring together information to suit content and purpose	implementing portfolio-building proposals, bringing together a variety of ideas, concepts, materials, techniques and processes gathered through research and development, and from others' guidance
Present information in ways that are fit for purpose and audience	using specialist media, techniques and processes to present written and visual evidence to progress goals
Evaluate the selection and use of ICT tools and facilities used to present information	evaluating the appropriate use of tools and software in the design development and presentation of 2D and 3D portfolio content
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	communicating with tutors, employers and academia

Skill	When learners are ...
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	using appropriate scenarios to support portfolio presentation
Select and apply a range of skills to find solutions	considering appropriate media, techniques, processes and specialist skills needed to assemble a qualitative, dynamic and individual creative portfolio
Use appropriate checking procedures and evaluate their effectiveness at each stage	implementing the appropriate project reviews to evaluate drafts and proposals
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	being part of portfolio presentation reviews and critiques presenting conclusions attending mock interview
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading information gathered from a range of visual, written and electronic sources to gather ideas, influence progression and effect presentation
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	recording written research, analysis and evaluation producing written and visual evidence to confirm ideas and progress goals effectively, purposefully and sustainably.