

Unit 18: Collaborative Working in Art and Design

Unit code:	A/502/5501
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

The aim of this unit is to give learners knowledge and understanding of the key features of effective collaboration and how creative professional practitioners manage this process successfully. Learners will also develop skills in planning, managing and participating in collaborative work.

● Unit introduction

In many creative projects, artists and designers will work with other specialists and creative practitioners in order to meet the demands of a client brief. Being able to effectively communicate, manage and collate work from a number of different parties is key to successfully fulfilling such briefs and a vital skill for art and design practitioners. Briefs may demand a single artefact that requires the specialist skills and abilities of a number of trained practitioners. For example, a brief demanding the production of promotional literature could call on the skills of a copy writer, a page layout or graphic designer and a photographer. Alternatively, some projects require a number of artefacts to be produced by skilled individuals within separate disciplines which will then form a body of work to fulfil a commission for example a themed exhibition, or a corporate marketing package.

Collaborating effectively is a core skill for all art and design practitioners as without the ability to communicate effectively, work together and share ideas and resources many activities become infeasible. In this unit learners will gain further knowledge of the way in which people interact in an industry environment and explore how to trouble-shoot the potential pitfalls.

Within the unit learners will analyse and deconstruct the issues surrounding collaborative work and learn about the key factors in working with other art and design professionals. This understanding will be put into practice through the implementation of a collaborative project, with the process itself being documented and recorded to allow later analysis and evaluation of the experience.

● Learning outcomes

On completion of this unit a learner should:

- 1 Know about the nature of collaborative working
- 2 Be able to plan and manage a collaborative brief
- 3 Be able to participate in a collaborative brief
- 4 Understand collaborative working methods.

Unit content

1 Know about the nature of collaborative working

Nature of working collaboratively: specialist skills eg photography, web design, print products, sculpture, painting, 3D work, garment construction, embellishment in clothing production, multimedia production, music technology in DVD production; collaboration on a multi-discipline submission eg themed exhibition opportunities, public events, or installations, corporate commissions

Issues surrounding working collaboratively: eg communication, making joint decisions, maintaining ethos, concepts, funding, financial concerns, shared use of resources, materials, time management, leadership, team membership, roles, flexibility, client contact, professionalism

2 Be able to plan and manage a collaborative brief

Planning: eg time management, collaborative planning, ideas, concepts, development, communication channels, team action plan, budget, roles, resources

Managing a response: eg maintaining team, leadership, acceptance of roles, regular communication, agreed processes, agreed systems for discussion, monitoring, agreed routes, client contact, outcomes, remuneration, expenses

3 Be able to participate in a collaborative brief

Fulfilling a brief: eg clarify details of the brief, collective agreement, concepts, methodical work patterns, maintaining schedules, meeting deadlines, maintaining contact with the client, presenting outcomes, appropriate to the brief, individual records, logs, team meeting minutes, communication records, evidence of joint decision making, records of agreed processes and procedures, timesheets

4 Understand collaborative working methods

Evaluate: reflect eg own records, logs, responses of collaborators, peers, responses of client, tutor; define eg issues, solutions, improvement, strengths, weaknesses, management, outcomes, resourcing, success, completion

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 describe the nature of collaborative working [TW]	M1 explain the nature of collaborative working, with reference to relevant examples of issues surrounding such projects	D1 critically debate the nature of collaborative working, with detailed examples of issues surrounding such projects
P2 plan and manage a response to a collaborative brief [TW, SM]	M2 effectively plan and manage a response to a collaborative brief	D2 comprehensively plan and manage a response to a collaborative brief
P3 participate in a collaborative brief [TW, EP, CT]	M3 effectively fulfil a collaborative brief	D3 imaginatively fulfil a collaborative brief, developing the potential of other collaborators
P4 review the effectiveness of own collaborative working. [RL]	M4 purposefully evaluate the effectiveness of own collaborative working methods, with reference to relevant examples and experiences.	D4 critically evaluate the effectiveness of own collaborative working methods with informed comment on relevant examples from experience.

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

This unit requires learners to work within different disciplines in order to gain experience of collaborating with individuals within a team.

As working collaboratively with other professionals as well as clients and members of the community forms a large part of the activities of many art and design practitioners, this unit is highly vocationally relevant for many disciplines. Learners will learn the nature of working with others in an effective manner and strengthen their skills in a chosen discipline, raising their awareness of the need to communicate well within a team to succeed in such a task. There are opportunities for learners to work with other student groups to collaborate on a common project which could be delivered simultaneously in a number of areas.

Learning outcome 1 lends itself well to engagement with industry professionals. Often the advice and guidance that can be offered from those currently practising in art and design industries is vital for learners wishing to gain a feel for working in their chosen vocation. Much of the initial guidance on the relevant factors of effective collaboration may have to be introduced via tutor led sessions, but then learners could move on to more autonomous investigative activities of how such skills operate in practice. A focused case study activity, with engagement with live industry practitioners where possible, may be ideal for gaining evidence for the criteria linked to this outcome.

For learning outcome 2, learners need to plan and manage their collaborative work. It may be beneficial to learners for the centre to provide pro-forma documentation for processes such as role allocation and time management. Role-play activities may also be useful in allowing learners to practise skills of diplomacy, debate and communication. Learners may need guidance on the practice of holding team meetings and reporting decision making effectively which could be implemented through role play or demonstrated by a tutor before practice.

For learning outcome 3, learners work collaboratively on a brief. The brief could involve work being completed for other units, in centres that take a cohesive approach to delivery, or for a distinct task for this unit. It should be stressed to learners that for this element of the unit they are not being graded necessarily on the actual product produced but the manner in which they work together and manage their progress. It may be tempting for some learners to become too focused on maintaining the quality of their product over applying their understanding regarding collaborative work. Clear guidance on the nature of the documentation expected from learners to achieve the criteria linked to this outcome and detailed in the *Unit* content is likely to be crucial for success in this area. The brief chosen should also allow learners to take equal roles in the organisation and management of the project as well as bring their own practical skills and strengths to the table. Whilst a key part of their work is the allocation and fulfilment of roles, within such a situation some learners may dominate. It is recommended that tutors take an active role in monitoring decision making throughout the process, without interfering in the autonomy of the group too much.

Delivery for learning outcome 4 should ensure that learners have the tools to effectively analyse their own contribution to the collaborative process as well as the overall result of their resolved response to the brief. Structured activities encouraging peer, client and tutor feedback may be beneficial to this process as the very nature of working collaboratively will mean that the actions of an individual will have impacted on the progress of others within a group. This needs to be handled appropriately to ensure no group members are unfairly treated but activities of this nature should encourage learners to realise the impact of their actions within a collaborative effort. Tutor guidance on effective evaluative skills and the demands of the criteria is likely to be necessary to ensure that the response to this demand is suitably thorough and thoughtful enough to meet the demands of the higher grading criteria.

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 the unit.
Visiting lecture from an industry practitioner experienced on working in collaborative projects with other practitioners, creative personnel and members of the community. Focus to be on own experiences of working with others and the challenges this may bring. Questions and answers from learners at the end, based on a series of questions structured by the tutor.
Activity requiring learners to build a collaborative chart of advantages and disadvantages working entirely independently and collaboratively. Results to be displayed at the front of the class – followed by debate as to the bonus of working together on this project as opposed to individually.
Illustrated lecture featuring examples of collaborative working in the industry. Examples could include case studies of individuals and groups that work with others to produce the most effective results eg combining disciplines.
Assignment 1: Working in Collaboration
Activities limiting key elements of communication within a group of learners eg find out three things about each member of the group or agree on five things that make ideal birthday presents etc. Building understanding of need for negotiation, good communication, compromise, vital for working well collaboratively. Written report on their findings from these tasks according to key points identified by tutor.
Case study – learners given individual cases of practitioners working collaboratively to achieve success. Learners work as a group to deconstruct the advantages of their methods, the key elements of working successfully as a team within the case study and how this could be applied to their own work, presenting work as a group presentation.
Effective planning guidance – tutor led session on effective skills in planning and managing collaborative work, including guidance on time management, role allocation, team communication, responsibilities etc. Learners complete activities based on the understanding gained eg allocating roles to individuals in the class based on the character strengths identified.
Learner-initiated study.
Assignment 2: Pitching to a Client
Analysis of client need tutor led with small group activities.
Group planning activity – working with an identified group to plan how they may meet the demands of the brief – logging meetings and decisions made and completing activities based on analysing roles and responsibilities.
Collation of planning documents and group presentation of how the brief is to be met and the way in which they are to work collaboratively to achieve this.
Learner-initiated study.
Assignment 3: Meeting a Client Brief
Learner-initiated activity on actually completing the brief collaboratively – with learners tracking and continually evaluating progress with a focus on the process of working with others. Note this brief could be linked to work for another unit or as a standalone activity designed to encourage co-operation.
Learner-initiated study.
Assignment 4: Evaluating Success
Learners gain anonymous peer feedback regarding their contribution to the group and their ability to work collaboratively with others. Followed by feedback from the client who set the brief and tutor observation of the collaborative work completed.

Topic and suggested assignments/activities and/assessment

Completion of independent evaluative activity, drawing in evidence from ongoing review and evaluation work along with feedback from others. Evidence drawn together and presented as an illustrated written report.

Unit review and assessment.

Assessment

This unit should provide a body of evidence that could either be assessed through a series of staggered assignments, linked to each stage of the process, or through one or two larger briefs that incorporate tasks linked to each stage. In either case, that assessment documentation should contain clear guidance as to the depth of detail required in each element of the unit in order to meet the demands of the merit and distinction criteria.

Work for P1 must demonstrate that learners can describe the qualities and skills needed for working collaboratively. Their work may not contain much detail or elaboration on examples of how this might be applied. They are likely to use descriptive rather than analytical language in their responses with statements within their work such as: "Sometimes artists and designers need to work with other professionals to produce products as they don't always have all the skills they need to do it on their own", with no examples or further explanation.

For P2, learners must show basic awareness of the need to plan and manage progress effectively, but may produce documentation that is quite brief and perfunctory. Planning and monitoring documents may not be very detailed effectively completed.

For P3, learners must be completed sufficiently to meet a required brief but may show a lack of full engagement with collaborative working. Pass level learners may struggle to maintain their work within the group and not always manage their progress very efficiently. However, their finished product should demonstrate that the demands of the brief have been met and that collaborative work, even if troubled, has been conducted in line with the understanding gained from earlier investigations.

For P4, learners must review their abilities to work effectively in a collaborative situation in a way that fairly reflects their own involvement. Learners may not go into great depth about the contributions or feedback from others, but must refer to it within their work. Evaluative content may reflect more on resolved product rather than the collaborative process in parts but responses should deal with their role within the team and their contribution to both the group dynamic and the production process.

For M1, learners must give clear examples of how and why collaboration occurs as well as the issues that surround such projects. Within their work a learner meeting M1 might say: "Collaborating and bringing together the different skills of several artists can mean the end result is of a better quality. However, the people working together might disagree or need to compromise on their ideas for the project". The learner here is demonstrating an awareness of the problems surrounding collaborative work and beginning to show an understanding of how this affects the end product as well as progress on a project.

For M2, learners must be complete planning and monitoring documentation in some detail with reference to how changes to original plans have been actioned throughout the production process. It should be clear that the documentation and planning put in place has effectively informed the work then produced and the progress of the collaborative process.

Learners gaining M3 should have fulfilled the demands of the collaborative brief effectively and shown an ability to work with collaborative partners effectively. Where issues have arisen, it should be evident within learners' work that an understanding of the need to collaborate with others and communicate effectively has informed decision making and practical activity.

For M4, learners must evaluate their work on the project as well as their contribution to the team in an effective manner, detailing with some care the way in which their understanding of collaborative method has informed their own progress and that of their team. They should illustrate the points they make with well chosen and thoughtful examples from their experiences and link the challenges faced to that of other practitioners. Comment on the feedback of others should strengthen their response and inform the conclusions drawn within the evidence for this criteria.

For D1, learners must show that they are not only aware of the nature of collaborative work and the potential issues that this brings with it, but also that they can give clear, detailed examples of how these issues impact on the work of a practitioner. They must bring in an element of critical debate demonstrating that they are aware of both the advantages and disadvantages of a particular issue.

For D2, learners must complete detailed and thoughtful planning documentation and show that thorough, considered monitoring and management of progress has taken place. It should be clear in the work produced, along with the commentary made in learners' finished evaluation, that planning and management of the process has played a part in their success in meeting the required brief.

Those achieving D3 must meet the demands of the given brief well and produce a product that demonstrates the combined strengths of all members within their collaborative group. It should be evident within work that the understanding gained about effective collaborative techniques has been applied consistently and that continual management of progress has been implemented to produce a product that has allowed all collaborative partners to work to their full potential in an effective manner.

For D4, learners must who respond in a thoughtful and in-depth way to collaboration and give numerous relevant examples from their own practice. Learners should critically analyse the challenges faced and identify the strengths and weaknesses that working collaboratively has brought to the task. They should closely relate their own experiences to that of the other practitioners studied earlier in the unit, demonstrating an understanding of the vocational context of their own practice.

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
P1 M1 D1	Assignment 1: Working in Collaboration	A member of a new art collective, analysing how team will operate effectively.	Portfolio of activities linked to working within a group and a case study of effective collaborative work in practice as a group presentation.
P2 M2 D2 (partial)	Assignment 2: Pitching to a Client	Team plans pitch to new client.	Portfolio of planning materials supported by an illustrated group presentation.
P2, P3 M2, M3 D2 (partial), D3	Assignment 3: Meeting a Client Brief	Team fulfils client brief.	Completed work required by the brief along with documentation detailing how the collaborative process was managed throughout completion.
P4 M4 D4	Assignment 4: Evaluating Success	Collective has decided to draw together a report on the benefits of working collaboratively and learners individually present their work on the previous brief as a case study.	Illustrated written report supported by feedback from others and documentation from throughout the project.

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:

Level 1	Level 2	Level 3
A Personal Project	Building an Art and Design Portfolio	Communication Through Art and Design
Creative Use of Materials, Techniques and Processes	Working in the Art and Design Industry	Design Principles in Art and Design
		Professional Practice 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)

- DES2 Apply design industry knowledge to inform your own design work practice and work
- DES4 Communicate the importance of the design brief
- DES6 Work effectively with others in a creative environment
- DES7 Contribute to the production of prototypes, models, mock-ups, samples or test pieces
- DES21 Articulate, present and debate ideas in a creative environment
- DES39 Manage a design project

Skillfast-UK Sector Skills Council

Textiles and Material Design

- D4 – Contribute to producing detailed designs for textiles and materials
- D5 – Contribute to realising design prototypes for textiles and materials
- D6 – Contribute to realising final textiles and materials design
- D15 – Plan and contribute to the realisation of final textile and material design.

Essential resources

Learners, require access to a library the internet and IT facilities. The nature of this unit means it may be delivered across specialist workshops and design studio/classroom situations as the project evolves. Some collaborative projects may include off-site working and visits.

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 the delivery of the programme for work experience and future employment.

Vocational learning support resources:

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

Business and finance advice:

- local and regional Business Link – www.businesslink.gov.uk

Assignments should be vocationally relevant; centres should consider the delivery of 'live projects', for example, to support the vocational content of the unit and programme.

Creative and cultural skills (www.ccskills.org.uk), the Sector Skills Council for Arts, Crafts and Designs has 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), provides details on careers (www.skillset.org/careers) and be industry and has a regularly updated news and events page.

Skillfast-UK, the Sector Skills Council for Fashion and Textiles (www.skillfast-uk.org), provides details on careers (www.skillfast-uk.org/justthejob) and the industry and has regularly updated news and events pages.

Indicative reading for learners

Textbooks

Bordessa K – *Team Challenges: 170+ Group Activities to Build Co-Operation, Communications and Creativity* (Zephyr Press, 2005) ISBN 978-1569762011

Maginn M – *Making Teams Work: 24 Lessons for Working Together Successfully* (McGraw-Hill Professional, 2004) ISBN 978-0071435307

Smith B L – *Longman key skills: Working with Others/Improving Own Learning and Performance/Problem Solving* (Longman, 2001) ISBN 978-0582432185

Whittaker R – *The Conversations: Interviews with Sixteen Contemporary Artists* (Whale & Star Press, 2007) ISBN 978-0967360881

Journal

AN Magazine

Website

www.bbc.co.uk/keyskills/widerks/3.shtml

Guidance on the wider key skill of working with others

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 ...
Creative thinkers	generating a response to a collaborative brief
Reflective learners	evaluating their work during and at the end of work on a collaborative brief
Team workers	participating in a collaborative project
Self-managers	when planning and managing progress through the activity fulfilling the brief
Effective participators	working in collaboration with others.

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	investigating the issues surrounding working collaboratively and the experiences of other practitioners and industry figures.

● Functional Skills – Level 2

Skill	When learners are ...
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 	producing logs, spreadsheets, time plans, timesheets and budgeting information
Bring together information to suit content and purpose	presenting information to collaborative partners
Present information in ways that are fit for purpose and audience	giving oral presentations, on-screen presentations, handouts or reports about the activity
Evaluate the selection and use of ICT tools and facilities used to present information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	emailing clients and contractors compiling databases
Mathematics	
Select and apply a range of skills to find solutions	compiling financial forecasts and budgets
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	communicating with peers, clients and external partners sharing ideas, holding planning meetings
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	sourcing information, using case studies
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	writing reports, evaluations and formal letters.