

Unit 9: Professional Practice in Art and Design

Unit code:	A/502/4977
QCF Level 3:	BTEC National
Credit value:	10
Guided learning hours:	60

● Aim and purpose

This unit aims to develop learners' skills and understanding of professional practice in art, craft and design. Learners will consider aspects such as legislation, health and safety, ethical working methods and current thinking on ecology and sustainability. They will also consider broader areas, including communication skills and time management, and how these issues relate to professional working practice.

● Unit introduction

Professional practice is an essential aspect within the fields of art, craft and design. Practitioners need to be aware of constraints and the relevant rules that affect the production of art, craft and design work. In many situations being able to manage these factors is the key to producing successful outcomes.

In this unit learners will learn about the health and safety requirements that need to be observed in the production of practical work. Learners will also be taught to consider factors such as practical and financial constraints, time management, legal requirements, ethical and environmental issues. Through their research learners will be encouraged to identify and record how these factors affect the work of artists, craftspeople and designers. Issues such as inclusive design and intellectual property will also be considered.

Learners will produce a practical response to a brief which may be a live project, client-led brief or simulated professional brief. In tackling the project learners will use their knowledge from lectures, seminars or research to inform their understanding of health and safety requirements in workshops and studios. They will also experience the demands of working to a professional brief, which include effective communication, appropriate timescales for the production of work, ongoing review and receiving feedback from clients.

Learners will need to demonstrate appropriate levels of professional working practice when undertaking their practical project work. Opportunities exist for group work, where learners will recognise the need for courtesy, honesty, communication skills and the ability to negotiate and respect the opinions and working methods of others when working in teams. The unit will give learners invaluable experience in recognising the skills needed for a professional approach when responding to design briefs.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the legislation and professional constraints related to art, craft and design
- 2 Be able to observe health and safety requirements
- 3 Be able to apply professional practice in response to an art and design brief

Unit content

1 Understand the legislation and professional constraints related to artcraft and design

Legal requirements: copyright laws; protecting intellectual property; designs and patents; consumer protection; Sales of Goods Act; trading standards regulations; equal opportunities; the Disability Discrimination Act (DDA); environmental protection

Constraints: eg technical, site restrictions, properties of materials; cost related; ethical considerations; choice of materials eg sustainable solutions, recycled materials; realisation eg reproduction, construction, installation, production; safe working practice; working with children; Criminal Records Bureau (CRB) checks eg models, fashion shoots, catwalk presentations, clients, school-based workshops

2 Be able to observe health and safety requirements

Health and safety requirements: health and safety legislation affecting studios and workshops; Health and Safety at Work Act 1974; Control of Substances Hazardous to Health (COSHH) Regulation 2002; Electricity at Work Act (Portable Appliance Testing) 1989; Health And Safety (Display Screen Equipment) Regulations 1997; The Management of Health and Safety at Work Regulations 1999, Working at Height Regulations; safe handling of materials; correct use of machinery and equipment; induction, training, supervision requirements; risk assessments

3 Be able to apply professional practice in response to an art and design brief

Professional practice: eg time management; effective communication; confidentiality; trust eg commitment, honesty, respect, courtesy; teamworking skills; responding to feedback; negotiating skills; organisation skills; management of own work; working to deadlines; presentation skills; avoiding wastage, studio space management

Art and design brief: eg client-led design briefs, proposals, competitions, simulated professional briefs, individual assignments, group projects; constraints eg purpose of brief, required product, deadlines, budgets, target groups, end users, customer audience; originator requirements eg self, clients, account managers, studio managers, tutors

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 examine how legal requirements and constraints affect professional artists, crafts people and designers [RL, IE]	M1 evaluate how legal requirements and constraints affect professional artists, crafts people and designers	D1 analyse how legal requirements and constraints affect professional artists, crafts people and designers
P2 apply safe working practice when creating art, craft or design work [RT, TW]	M2 record examples of own safe working practices effectively	D2 record examples of own safe working practices independently
P3 demonstrate professional working practice when creating work in response to a brief. [SM, EP, CT, EP]	M3 apply considered professional practice effectively in an art and design brief.	D3 apply informed professional practice independently in an art and design brief.

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

Tutors delivering this unit should produce set briefs that stimulate professional practice. The unit does, however, give learners the opportunity to work on client-led briefs, competitions or live projects, where possible. There is also potential for learners to carry out practical work in carefully managed group projects. Tutors delivering this unit should be able to guide learners through the legislation that applies to art, craft or design practitioners.

Learning outcome 1 relates directly to professional responsibilities and can be delivered through tutor-led seminars, as well as learners accessing relevant publications or internet sites that explain the responsibilities of artists, craftspeople and designers. Learners should understand how to work in a professional and ethical way. They need to be aware of practical issues relating to the production, delivery and display or installation of work.

Learners may find information from source material or suggested reading lists particularly useful. Opportunities do exist for a case study approach. For example, learners could devise a series of questions to be used in a face-to-face interview with a practitioner or someone employed in a local gallery/museum. Alternatively, the questions could be submitted to reliable sources as a questionnaire. Where possible, learners' findings should be clearly supported by practical examples.

Learning outcome 2 requires a comprehensive understanding of health and safety legislation as it applies to studios, workshops, galleries and events such as out-door workshops. Learners should be aware of a wide range of appropriate health and safety legislation and be able to write risk assessments for a variety of situations. This should be developed through learners evaluating their own compliance with relevant health and safety guidelines and legislation as they work on their practical assignment. Notes and appropriate source materials relating to the guidelines and legislation should be recorded in their work journals.

Learning outcome 3 can be delivered through the set brief or client-led/live project. Learners should be taught how to listen to the information provided and record it in a coherent manner. They should be encouraged to ask relevant questions in order to gain further information if required. Learners' study should be structured to include stages for submission of initial ideas, pitch to client(s), review and evaluation of proposals and so on. Practical work produced for the brief should be observed by the tutor(s) as appropriate, to ensure it meets the requirements of the brief. Learners will need to be taught how to gather appropriate information from sources in order to succeed in addressing the brief. It is important that learners fully understand what is being asked of them. Learners should record the different stages and their progress in a file or working journal. This record should highlight specific examples of professional working practices adopted by learners.

Learning outcome 3 will involve learners showing evidence of project management skills. Information gained in learning outcomes 1 and 2 should inform their understanding of the key elements of professional working practice. This should then be applied, purposefully, to support the production of their practical work. Issues of clear communication, time management, effective liaison, respect and courtesy should be evidenced in learners' work and journals. If learners are working in groups they should record the specific qualities they researched and then applied in the project, notably team working skills.

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 and structure of programme
Introduction to general health and safety legislation applicable to professional art, craft and design practitioners
Whole class <ul style="list-style-type: none">• understand risk assessments• write a risk assessment for a general studio• write a risk assessment for a display area or a gallery
Assignment 1: Health and Safety <ul style="list-style-type: none">• research the health and safety requirements that relate to a specialist area• write risk assessments for specialist studio areas and related activities
Introduction to basic legislation that affects artists, crafts people and designers to include patenting, copyright law, intellectual property rights and consumer law.
Assignment 2: Legislation <ul style="list-style-type: none">• learners to each research one aspect of legislation that applies to their specialist area and working practice• feed back their findings in a seminar and share notes
Seminar: Ethics and sustainability <ul style="list-style-type: none">• learners to research subject area and prepare notes for a group discussion• group discussion and tutor feedback to focus on content and communication skills, such as responding and listening
Assignment 3: Professional Brief <ul style="list-style-type: none">• identify purpose with an initial presentation of ideas to client with a mood board, feedback• further development of ideas, review, feedback• time management• health and safety• legal and ethical requirements• recorded response to external constraints• communication skills• production of outcome

Assessment

For P1, research into the impact of legal requirements on practitioners will be basic and tutor led. Learners will be able to examine different types of legislation and constraints and produce a straightforward list. There will be some understanding of how these impact on art, craft and design, but this will not be evaluated in any detail.

For P2, health and safety requirements will be observed but will be tutor led. Learners may need to be reminded about specific risks and directed towards adopting appropriate procedures to minimise these. Risk assessments will be simplistic and may require tutor input to be practical. Safe working practices will be used but the reasoning behind these may not necessarily be understood.

For P3, professional working practices will be observed, with a basic level of communication. Any information gained in the project will be recorded but acted on in a limited way.

Learner understanding of the requirements of professional practice within the brief will be basic. The practical work produced will meet the requirements of the brief but will be limited. Learner understanding of developing the brief in response to a client will be limited, and any research undertaken in response to feedback will show limited appreciation of how the information can be used.

For M1, learners will be able to evaluate how legal requirements and constraints affect professional artists, crafts people and designers. They will demonstrate an awareness of the ways in which art, craft and design artefacts are affected by legislation that is more in-depth than in work assessed for P1. Examples selected and discussed will show a considered understanding of the effects of legal requirements and constraints and how artists, craftspeople or designers have responded to these issues.

For M2, learners will be able to document and record their own application of health and safety guidelines and legislation. This will be produced from personal notes and relevant handouts. It may involve learners completing specific COSHH data sheets for the materials they intend to use in their practical work.

For M3, professional working practices will be defined clearly in various stages of the project, and learners will manage their personal work effectively. Working practices will be better influenced by considerations of professionalism than in work assessed for P3. Ideas and stages within the brief will be documented clearly and referenced to appropriate aspects of professional practice ie pitching ideas to a client will be presented and communicated in an effective manner, with a greater sense of purpose and understanding of professional practice than in work at pass level.

For D1, learners will demonstrate an in-depth understanding of the effects of legal requirements and constraints through a detailed analysis. They will be able to identify examples to support an informed study. The effects will be well documented and communicated effectively.

For D2, learners will demonstrate independence and clarity in identifying and responding to health and safety requirements. Records will be clear and informed and will articulate how their understanding of safe working practices influenced their choice of tasks and materials. Supporting materials such as COSHH data sheets and information about materials, processes and techniques will be collated and presented independently.

For D3, aspects of professional working practice will be adopted independently. Working methods will be justified and be shown to support the production of the final outcome. Communication with clients/peers will be managed effectively and recorded in a concise and coherent manner. Respect, courtesy and purposeful time management will be evidenced in realising the brief.

Learners will show a high level of skill and understanding in identifying the key aspects of the brief. Practical work will be coherent and fully realise the brief in direct relation to the constraints. Learner records will show a degree of understanding that marks the work out from the lower grades. Learners will demonstrate a high level of sophistication in managing the production of their practical work.

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 P2, M2, D2	Course folder (from seminars and lectures)	Course notes, research on legislation, health and safety risk assessments, ethics and sustainability	Folder of work
P2, M2, D2	Assignment 1: Health and Safety	A practitioner researches health and safety requirements that relate to a specialist area and writes risk assessments for specialist studio area and activities	Presentation
P1, M1, D1	Assignment 2: Legislation	A photographer researches legislation regarding copyright and the taking of photographs in private and public spaces	Group discussion and sharing of notes
P3, M3, D3	Assignment 3: Professional Brief	Artist/designer/craftworker presents ideas/pitches to a client/audience	Presentation of work to client Presentation of work in an exhibition

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
An Introduction to the Fashion Industry	Working in the Art and Design Industry	Personal and Professional Development in Art and Design
Explore Artists' and Designers' Work		Freelance Work 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
- DES4 Communicate the importance of the design brief
- DES5 Follow a design process
- DES6 Work effectively with others in a creative environment
- DES28 Developing your own design offer
- DES32 Apply concepts and theories of creativity and innovation to your own design work
- DES36 Develop and extend your design skills and practices
- DES38 Manage design realisation
- DES39 Manage a design project

Skillfast-UK Sector Skills Council

Textiles and Material Design

- DI3 Plan and manage design work
- DI4 Realise design prototypes
- DI5 Plan and contribute to the realisation of final textile and material design

Essential resources

Learners will need access to specialist studios and workshops, appropriate to the pathway being studied. They should also have sufficient access to library and internet resources to facilitate research into sources, examples, legislation and case studies. If appropriate, visits to commercial studios and workplaces could support delivery of the unit, and provide learners with opportunities to gather information directly. Learning materials in the form of simulated professional briefs and health and safety information and documentation should also be provided. If learners are working to a client-led brief, appropriate resources will be needed for presentation to the client at various stages within the project.

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 resource include:

- 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' 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

DuBoff L D – *The Law (in Plain English) for Galleries* (Allworth Press, 1999) ISBN 978-1581150261

Eisenman S – *Building Design Portfolios: Innovative concepts for presenting your work* (Rockport Publishers Inc, 2008) ISBN 978-1592534388

Learner R and Bresler J – *All about rights for Visual Artists* (Practising Law Institute, 2006) ISBN 978-1402405488

Rossol M – *The Artist's Complete Health and Safety Guide* (Allworth Press US, 2001) ISBN 978-1581152043

Routh J M – *The Law of Artistic Copyright. a Handy Book for the Use of Artists, Publishers, and Photographers* (Oliphant Press, 2008) ISBN 978-1443710503

Spandorfer M et al – *Making Art Safely* (John Wiley and Sons, 1995) ISBN 978-0471287285

Websites

www.a-n.co.uk

The Artists Information Company

www.apd-network.info

Artists Professional Development Network

www.designcouncil.org.uk

Design Council

www.inclusivedesign.org.uk

RSA Inclusive Design

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	examining legal requirements and constraints of professional practice
Creative thinkers	working to a set brief
Reflective learners	examining how legal requirements and constraints affect professional practice
Team workers	following safe working guidelines
Self-managers	working to a set brief and presenting work to a deadline
Effective participators	working with others in a studio.

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	researching for the set brief
Creative thinkers	planning for an exhibition
Reflective learners	responding to client feedback
Team workers	planning an exhibition as part of a team
Self-managers	producing work on time
Effective participators	working with others to display work in an exhibition.

● 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	using ICT packages for producing ideas
Use ICT to effectively plan work and evaluate the effectiveness of the ICT system they have used	research design ideas, methods and processes including web-based material and CDs
Manage information storage to enable efficient retrieval	exploring, extracting and assessing the relevance of information from websites and CDs
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching ideas, methods and processes including web-based material and CDs
Access, search for, select and use ICT-based information and evaluate its fitness for purpose	exploring, extracting and assessing the relevance of information from websites and CDs
ICT – Develop, present and communicate information	
Select and use ICT to communicate and exchange information safely, responsibly and effectively including storage of messages and contact lists	exchanging emails with tutor/clients/peers using VLE message boards
Mathematics	
Understand routine and non-routine problems in a wide range of familiar and unfamiliar contexts and situations	measuring out and allocating exhibition space setting up an exhibition
Identify the situation or problem and the mathematical methods needed to tackle it	mounting and displaying work
Select and apply a range of skills to find solutions	
Use appropriate checking procedures and evaluate their effectiveness at each stage	
Interpret and communicate solutions to practical problems in familiar and unfamiliar routine contexts and situations	
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	discussing legal and ethical issues in group seminar responding to client
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	seeking and reading and responding to research
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively.	writing up course notes, annotations to design developments, rationale for art, craft or design work, CV for exhibition.