

# BTEC Level 3 National in Art and Design: Comparing unit content between QCF and NQF

## Introduction

This document is designed to help you with mapping unit content as you transition from BTEC Nationals (2010) qualifications to the new BTEC Nationals (2016).

Our guidance is broken down into two sections:

### **Section 1: How and where can I use existing content, and what new content has been included?**

Highlighting comparable content with the BTEC Nationals (2010) and how closely this maps across to the BTEC Nationals (2016).

### **Section 2: What do these changes mean for planning and teaching?**

Review of key changes in language, outlining which units are externally assessed and when, and where to find further support.

Further support can be found within the relevant specification on our website ([here](#)).

Below is an overview of how wider support also links to this document:

<b>Support</b>	<b>Purpose</b>
Delivery Plans	Examples of how to structure and deliver different size qualifications over a one or two year period, including when to prepare learners for external assessment.
Authorised Assignment Briefs	Provides scenarios and teaching plans for each unit, to be used either as they are set out, or to inform your own planning.
Schemes of Work	Demonstrates how the unit content can be covered in the GLH while providing lesson ideas and highlighting links to other units to help you plan your teaching.
Sample Assessment Materials	Examples of how an externally assessed unit may be presented, with an accompanying mark scheme. These sample assessment materials have been developed to support this qualification and will be used as the benchmark to develop the assessment students will take. This covers either an exam or task.
Sample Marked Learner Work	Indicative example of learner work which has been assessed accurately to national standards.

## Section 1: How and where can I use the existing content?

### Headlines

**Please provide an overview of the main changes/similarities here.**

It should be noted that whilst there are considerably fewer units available on the NQF qualification, 45 units on the NQF compared to 137 units on the QCF, new units are similar with familiar content, although at times restructured. QCF units are either 60 or 120GLH as are most units on the NQF, however, there are also four units which are now 90 GLH on the NQF. The majority of units are 60 GLH which will align with centres' experience of delivering this subject at this level. Another key difference is that the four 120 GLH units are all mandatory. The qualification sizes available are similar but with some key differences. The QCF Certificate (180 GLH) does not have an equivalent on the NQF. Instead of the QCF 90 credit Diploma (540 GLH) there is the NQF Foundation Diploma (510 GLH) equivalent in size to 1.5 A Levels.

It should also be noted that the units listed below are not the definitive list of old units that map across to the new units. Due to way the creative process works there is a natural design cycle involving: research (primary, secondary, contextual), experimentation, development of ideas/imagery, refinement of ideas/imagery and production of outcomes. Variations of this process are inherent across many of the new and old units regardless of any other discipline involved. The units selected below are examples of where new unit content maps against old unit content, but this list isn't exhaustive by any means.

### QCF units linked to the NQF specialisms:

<b>NQF BTEC Level 3 (2016)</b>	<b>QCF BTEC Level 3 (2010)</b>
Fashion	49, 75, 93 – 96, 117 - 137
Graphics	24, 27, 29, 32 – 34, 37 – 45, 47 – 51, 53, 57, 58, 97
3D and Craft	43, 49, 51, 75, 79, 83, 85 - 98, 108, 109
Fine Art	32, 34, 45, 48, 49, 54, 56, 58, 59, 60, 75 – 85, 88, 91, 92, 109
Interactive	34, 44, 45, 46, 52 - 74
Photography	23 – 36, 38, 48, 54, 59, 60, 79
Textiles	34, 75, 79, 84, 107, 108, 109, 110 - 122

## In more detail

The tables below compares the relevant content of the new BTEC Level 3 National in Art and Design (2016) against the content of the current BTEC Level 3 National (2010).

**The mapping focuses on mandatory units** and provides greater detail of where content is the same as the existing (2010) specifications, and also where content is partially covered.

2016	2010
<b>Unit 1: Visual Recording and Communication</b>	
<b>Comments/Details:</b> <b>Mandatory 120 GLH unit, externally set and assessed.</b>	
<b>Learning Aim A: Understanding and exploring visual recording and communication</b>	
<p>List key content areas</p> <p>A1 Visual recording and communication in the work of others</p>	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 3: Understand visual recording in others' work</p> <p>Unit 4: Learning Outcome 1: Understand how media, materials and processes are used in others' work to convey ideas and meaning Learning Outcome 3: Know how art and design is used to communicate ideas and meaning</p> <p>Unit 5: Learning Outcome 2: Be able to research and record historical, contemporary and contextual information</p> <p>Unit 13: Learning Outcome 2: Understand the context in which specialist work was produced</p>
<p>List key content areas</p> <p>A2 Understanding formal elements in the work of others</p>	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 4: Understand own visual recording</p> <p>Unit 4: Learning Outcome 2: Be able to develop visual language Learning Outcome 4: Be able to communicate by using the language of art and design</p>
<p>New content: No new content. More an assimilation of content from a cross section of QCF units.</p>	
<b>Learning Aim B: Developing visual recording and communication skills</b>	

B1 Recording from primary and secondary sources	<p><b>Fully covered in:</b></p> <p>Unit 1: Learning Outcome 1: Know how to identify sources for visual recording</p>
<b>Learning Aim C: Extend own visual recording and communication skills</b>	
C1 Experimentation and investigation	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 5: Be able to develop visual recording to produce outcomes</p> <p>Unit 2: Learning Outcome 1: Be able to explore materials, techniques and processes safely</p> <p>Unit 4: Learning Outcome 2: Be able to develop visual language</p>
C2 Apply visual recording skills to communicate creative intentions	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 2: Be able to record visually</p> <p>Unit 3: Learning Outcome 3: Be able to generate and refine ideas in response to given briefs</p> <p>Unit 4: Learning Outcome 4: Be able to communicate by using the language of art and design</p>
<b>Learning Aim D: Evaluate outcomes in relation to intent</b>	
D1 Review of the quality of research, outcomes, experimentation in relation to outcome	<p><b>Partially covered in:</b></p> <p>Unit 2: Learning Outcome 3: Understand the suitability of materials, techniques and processes</p> <p>Unit 3: Learning Outcome 3: Be able to generate and refine ideas in response to given briefs</p>
D2 Identification of visual recording and communication skills developmental needs	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 4: Understand own visual recording Learning Outcome 5: Be able to develop visual recording to produce outcomes</p> <p>Unit 3:</p>

	<p>Learning Outcome 4: Be able to communicate and present ideas and outcomes to different audiences</p> <p>Unit 4:          Learning Outcome 3: Know how art and design is used to communicate ideas and meaning          Learning Outcome 4: Be able to communicate by using the language of art and design</p>
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2016	2010
<b>Unit 2: Critical and Contextual Studies in Art and Design</b>	
<b>Comments/Details:</b>	
<b>Mandatory 120 GLH unit, externally set and assessed.</b>	
<b>Learning Aim A: The importance of good quality research and investigation</b>	
A1 Investigation process	<b>Partially covered in:</b> Unit 5: Learning Outcome 2: Be able to research and record historical, contemporary and contextual information
A2 Use of contextual research in vocational scenarios	New content. No coverage in QCF.
A3 Contextual influences to consider during investigation	<b>Partially covered in:</b> Unit 13: Learning Outcomes 2: Understand the context in which specialist work was produced Learning Outcome 3: Understand the function, purpose and qualities of creative specialist work
<b>Learning Aim B: Visual analysis of art and design work</b>	
B1 Formal elements	<b>Fully covered in:</b> Unit 1: Learning Outcome 3: Understand visual recording in others' work
B2 Visual language	<b>Partially covered in:</b> Unit 1: Learning Outcome 3: Understand visual recording in others' work
B3 Visual communication	<b>Partially covered in:</b> Unit 1: Learning Outcome 3: Understand visual recording in others' work
New content: Although QCF Unit 1 Learning Outcome 3 does address B1 it only partially addresses B2 and B3 where a lot	

more in depth consideration of visual language and visual communication in the deconstruction of art and design work is required.

**Learning Aim C: Analyse how the contextual factors can influence the work of creative practitioners**

<ul style="list-style-type: none"> <li>• The form and style of their work.</li> <li>• The messages/ideologies they convey.</li> <li>• How it is viewed by an audience/consideration of public taste/current trends.</li> <li>• The time/era they are working.</li> <li>• Effects of technology.</li> </ul>	<p><b>Partially covered in:</b></p> <p>Unit 5: Learning Outcome: 1 Know about key developments and influences in art, craft and design</p> <p>Unit 13: Learning Outcome 2: Understand the context in which specialist work was produced Learning Outcome 3: Understand the function, purpose and qualities of creative specialist work Learning Outcome 4: Be able to evaluate, structure and present findings</p>
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**Learning Aim D: Drawing conclusions and forming judgements on the research carried out.**

<p>D1 Summarising key information</p>	<p><b>Partially covered in:</b></p> <p>Unit 5: Learning Outcome 3: Be able to review, produce and present outcomes from contextual sources</p> <p>Unit 13: Learning Outcome 4: Be able to evaluate, structure and present findings <b>Evaluate:</b> eg identify, select, analyse, suitability, relevance to specialism <b>Structure:</b> eg <i>brief, ideas, research, findings, ordering, importance, highlight, references, supporting evidence, final outcomes</i> <b>Present findings:</b> eg <i>visuals, diagrams, photographs, notes, formal report, video diaries, essays, video, web links, blogs, oral, written presentations; contextual language eg terms, academic conventions, references, bibliographies</i></p>
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New content:  
D2 is specific to forming independent judgements. Although independence is encouraged in some criteria in QCF units, it hasn't been a specific focus of a learning aim.

D3 is also new with a focus on communication skills, use of correct language and terminology, referencing, structured argument, reasoned opinions and clarification about points made. Although this may have been a natural by-product of some QCF units it is now of specific focus for assessment.

<b>2016</b>	<b>2010</b>
<b>Unit 3: The Creative Process</b>	

**Comments/Details:****Mandatory 90 GLH unit, internally set and assessed.****Learning aim A: Understand the stages and activities within the creative process**

A1 Stages within the creative process

**Partially covered in:**

Unit 2:

Learning Outcome 3: Understand the suitability of materials, techniques and processes

Unit 3:

Learning Outcome 3: Be able to generate and refine ideas in response to given briefs

Unit 5:

Learning Outcome 2: Be able to research and record historical, contemporary and contextual information

Unit 6:

Learning Outcome 4: Understand factors when reviewing work and developing outcomes

Unit 13:

Learning Outcome 2: Understand the context in which specialist work was produced

A2 Activities within the creative process

**Partially covered in:**

Unit 1:

Learning Outcome 1: Know how to identify sources for visual recording

Learning Outcome 2: Be able to record visually

Unit 3:

Learning Outcome 3: Be able to generate and refine ideas in response to given briefs

Unit 4:

Learning Outcome 2: Be able to develop visual language

**Learning aim B: Experiment with the stages and activities within the creative process to develop own working practice**

B1 How the stages and activities in the creative process interrelate

**Partially covered in:**

Unit 2:

Learning Outcome 3: Understand the suitability of materials, techniques and processes

Unit 6:

Learning Outcome 2: Be able to generate solutions to a negotiated brief

Learning Outcome 3: Be able to select and experiment safely with specialist media, materials and techniques

Learning Outcome 4: Understand factors when

	reviewing work and developing outcomes
B2 Alternative approaches to using the creative process	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 3 : Understand visual recording in others ' work</p> <p>Unit 2: Learning Outcome 1: 1 Be able to explore materials, techniques and processes safely Learning Outcome 2: Be able to use materials, techniques and processes</p> <p>Unit 4: Learning Outcome 3: Know how art and design is used to communicate ideas and meaning</p> <p>Unit 5: Learning Outcome 2: Be able to research and record historical, contemporary and contextual information</p> <p>Unit 13: Learning Outcome 2: Understand the context in which specialist work was produced</p>
<p><b>New Content:</b> More stretch and challenge. Learners being encouraged to push beyond the familiar and take risks. Combining traditional and digital technologies, creating unexpected and unplanned results.</p>	
<p><b>Learning aim C: Apply stages and activities within the creative process to develop own art and design work</b></p>	
C1 Plan the use of creative process to produce art and design work	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 5: Be able to develop visual recording to produce outcomes</p> <p>Unit 2: Learning Outcome 3: Understand the suitability of materials, techniques and processes</p> <p>Unit 7: Learning Outcome 2: Be able to use the design development process in own work</p>
C2 Application of creative process to produce art and design work	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 5: <i>Be able to develop visual recording to produce outcomes</i></p> <p>Unit 6: Learning Outcome 4: Understand factors when reviewing work and developing outcomes</p> <p>Unit 3: Learning Outcome 3: Be able to generate and refine</p>



	<p>ideas in response to given briefs</p> <p>Unit 2: Learning Outcome 1: Be able to explore materials, techniques and processes safely</p>
<p>New content: Highlighted in yellow. More stretch and challenge for learners, encouraging the production of the 'unknown' and working beyond/outside of established pathways.</p>	
<p><b>Learning aim D: Review how use of the creative process developed own art and design practice</b></p>	
<p>D1 Present work showing application of the creative process</p>	<p><b>Partially covered in:</b></p> <p>Unit 2: Learning Outcome 3: Understand the suitability of materials, techniques and processes</p> <p>Unit 3: Learning Outcome 3: Be able to generate and refine ideas in response to given briefs</p> <p>Unit 6: Learning Outcome 5: Be able to realise and present final outcomes to meet a brief</p>
<p>D2 Review own use of the creative process</p>	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 4: Understand own visual recording Learning Outcome 5: Be able to develop visual recording to produce outcomes</p> <p>Unit 3: Learning Outcome 4: Be able to communicate and present ideas and outcomes to different audiences</p>
<p>New content: Although the 'creative process' is an inherent process seen across many QCF units, the focus on it in its' own right is new to the NQF.</p>	

<b>2016</b>	<b>2010</b>
<b>Unit 4: Materials, Techniques and Processes in Art and Design</b>	
<b>Comments/Details:</b>	

**Mandatory 90 GLH unit, internally set and assessed.****Learning Aim A: Understand how materials, techniques and processes are used by art and design practitioners**

A1 Research into the materials, techniques and processes used by art and design practitioners

**Partially covered in:**

Unit 13:  
Learning Outcome 3: Understand the function, purpose and qualities of creative specialist work

New content:

Although this is partially addressed in QCF Unit 13 LO 3 where learners also take into consideration specialist materials employed in their understanding of function, purpose and qualities of creative work, this learning aim is an amplified focus on the materials, techniques and processes used by art and design practitioners.

**Learning Aim B: Explore art and design materials, techniques and processes to develop practice**

B1 Materials used in art and design

**Fully covered in:**

Unit 2:  
Learning Outcomes1 : Be able to explore materials, techniques and processes safely  
Learning Outcome 3: Understand the suitability of materials, techniques and processes

B2 Techniques used in art and design

**Partially covered in:**

Unit 2:  
Learning Outcome 3: Understand the suitability of materials, techniques and processes

B3 Processes used in art and design

**Partially covered in:**

Unit 1:  
Learning Outcome 5: Be able to develop visual recording to produce outcomes

B4 Health and safety considerations when working with art and design materials, techniques and processes

**Partially covered in:**

Unit 2:  
Learning Outcome 1: Be able to explore materials, techniques and processes safely

**Learning Aim C: Apply art and design materials, techniques and processes to a brief**

C1 Generating ideas

**Partially covered in:**

Unit 1:  
Learning Outcome1 : Know how to identify sources for visual recording

Unit 3:  
Learning Outcome 3: Be able to generate and refine ideas in response to given briefs

Unit 6:

	Learning Outcome 2: <i>Be able to generate solutions to a negotiated brief</i>
C2 Applying materials, techniques and processes	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 2: Be able to record visually</p> <p>Unit 2: Learning Outcome 2: Be able to use materials, techniques and processes</p>
C3 Produce an outcome	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 4: Understand own visual recording Learning Outcome 5: Be able to develop visual recording to produce outcomes</p> <p>Unit 2: Learning Outcome 1: Be able to explore materials, techniques and processes safely</p> <p>Unit 6: Learning Outcome 3: Be able to select and experiment safely with specialist media, materials and techniques</p>
<p>New content: No specific new content. Much of this is a combination and assimilation of content from a cross section of QCF units but with more emphasis on the planning of the 'creative' process to produce personal outcomes when using materials, techniques and processes.</p>	
<b>Learning aim D: Review own use of materials, techniques and processes in order to develop future art and design practice</b>	
D1 Presentation of own experimentation with materials, techniques and processes	<p><b>Partially covered in:</b></p> <p>Unit 2: Learning Outcome 3: Understand the suitability of materials, techniques and processes</p> <p>Unit 6: Learning Outcome 5: Be able to realise and present final outcomes to meet a brief</p>
D2 Review own use of materials, techniques and processes	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 4: Understand own visual recording Learning Outcome 5: Be able to develop visual recording to produce outcomes</p> <p>Unit 3: Learning Outcome 4: Be able to communicate and present ideas and outcomes to different audiences</p> <p>Unit 2: Learning Outcome 3: Understand the suitability of materials, techniques and processes</p>

	Unit 6: Learning Outcome 5: Be able to realise and present final outcomes to meet a brief
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2016	2010
<b>Unit 6: Managing a Client Brief</b>	
<b>Comments/Details:</b> <b>Mandatory 120 GLH unit, externally set and assessed.</b>	
<b>Learning Aim A: Planning and management in response to a client brief</b>	
A1 Understand and apply process	<b>Partially covered in:</b> Unit 6: Learning Outcome 2: Be able to generate solutions to a negotiated brief
<b>New content:</b> Learning Aim A: Although this is partially addressed in QCF Unit 6, LO2 where learners identify the client and audience needs and use this to generate initial ideas, the new NQF unit has a much more in depth and specific focus on the process of understanding the client and audience needs, considering company history, product ranges, market demographic, house style, brand, size, materials etc.	
<b>Learning Aim B: Developing ideas in response to a client brief</b>	
B1 Developing and refining ideas	<b>Partially covered in:</b> Unit 3: Learning Outcome 3: Be able to generate and refine ideas in response to given briefs
<b>New Content:</b> Although this is partially addressed in QCF Unit 3 LO3 where learners analyse the given brief, review and refine ideas, there is more emphasis now on the analysis of the client and audience to refine these ideas and the development of ideas specific to discipline.	
<b>Learning Aim C: Presenting a response to a client brief</b>	
C1 Planning a presentation	<b>Partially covered in:</b> Unit 6: Learning Outcome 5: Be able to realise and present final outcomes to meet a brief  Unit 9: Learning Outcome 3: Be able to apply professional practice in response to an art and design brief
C2 Professional practice for presentations	<b>Partially covered in:</b> Unit 6: Learning Outcome 5: Be able to realise and present final outcomes to meet a brief

	Unit 9: Learning Outcome 3: Be able to apply professional practice in response to an art and design brief
New content: No specific new content. Much of this is a combination and assimilation of content from a cross section of QCF units.	

2016	2010
<b>Unit 7: Developing and Realising Creative Intentions</b>	
<b>Comments/Details:</b> <b>Mandatory 120 GLH unit, externally set and assessed.</b>	
<b>Learning Aim A: Generating ideas in response to a stimulus</b>	
A2 Ideas Generation Techniques	<b>Partially covered in:</b> Unit 1: Learning Outcome 1: <i>Know how to identify sources for visual recording</i>  Unit 2: Learning Outcome 1: Be able to explore materials, techniques and processes safely  Unit 5: Learning Outcome 2: Be able to research and record historical, contemporary and contextual information
A3 Project Proposal	<b>Partially covered in:</b> Unit 7: Learning Outcome 1: Understand the design development process
<b>New content:</b> A1 has entirely new content encouraging learners to take inspiration from past work, feedback and experience to develop a new response, extension or continuation of work/ideas. This reflection is to be used to plan forward also considering vocational progression. A3 has partial new content with an emphasised focus on more specific planning, identifying scope, timescales, materials, equipment and specialist expertise and linking this to progression. The combination of new content in Learning Aim A increases vocational considerations, practice and demand.	
<b>Learning Aim B: Applying contextual influences and trends to own work and practice</b>	
B1 Contextual Research	<b>Partially covered in:</b> Unit 5: Learning Outcome 1: Know about key developments and influences in art, craft and design  Unit 13: Learning Outcome 2: Understand the context in which specialist work was produced

B2 Analysis of the work of others	<p><b>Partially covered in:</b></p> <p>Unit 1: Learning Outcome 3: Understand visual recording in others' work</p> <p>Unit 3: Learning Outcome 1: Understand how ideas and concepts inform art and design work</p> <p>Unit 5: Learning Outcome 3: Be able to review, produce and present outcomes from contextual sources</p>
<p><b>New Content:</b> Although much of this learning aim is rooted in the research, analysis and understanding of the work of others which maps across a variety of old QCF units. However, there is new content relating to the consideration of different methods of research (B1) and communicating why contextual references are an influence (B2).</p>	
<p><b>Learning Aim C: Select and apply media, materials, techniques and processes to produce art and design piece</b></p>	
C1 Experimenting with materials, techniques and processes	<p><b>Fully covered in:</b></p> <p>Unit 2: Learning Outcome 1: Be able to explore materials, techniques and processes safely Learning Outcome 2: Be able to use materials, techniques and processes Learning Outcome 3: Understand the suitability of materials, techniques and processes</p>
<p><b>Learning Aim D: Review and refine throughout the creative process</b></p>	
D1 Explore the development of work through the production process	<p><b>Partially covered in:</b></p> <p>Unit 7: Learning Outcome 2: Be able to use the design development process in own work</p>
D2 Review and refine ideas	<p><b>Partially covered in:</b></p> <p>Unit 3: Learning Outcome 3: Be able to generate and refine ideas in response to given briefs</p>
<p><b>New content:</b> Much of the content of Learning Aim D is addressed across an assimilation of old QCF units. The only new content is the more formal use of critique: one to one, group and peer review, specifically in relation to the reviewing and refining of ideas.</p>	
<p><b>Learning Aim E: Production of final piece</b></p>	
E1 Considerations when completing work to deadline	<p><b>Partially covered in:</b></p> <p>Unit 2: Learning Outcome 1: Be able to explore materials, techniques and processes safely Learning Outcome 2: Be able to use materials, techniques and processes</p>

	Learning Outcome 3: Understand the suitability of materials, techniques and processes
<p>New content:</p> <p>E2 Realising final piece</p> <p>Realising final piece which shows:</p> <ul style="list-style-type: none"> <li>• accuracy of construction or fluent application of media</li> <li>• fullest interpretation of development work</li> <li>• modifications that have been considered</li> <li>• quality issues that have been addressed</li> <li>• fitness for purpose</li> <li>• reflects planned intention.</li> </ul> <p>There is a renewed focus on the quality of realisation/final piece with more emphasis on specific considerations that will impact on quality and effectiveness.</p>	
<b>Learning Aim F: Presentation showing development of ideas and final piece</b>	
F1 Consideration of professional practice when compiling portfolios/sketchbooks	<p><b>Fully covered in:</b></p> <p>Unit 10:</p> <p>Learning Outcome 1: Know how to gather information and use it to select progression goals</p> <p>Learning Outcome 2: Be able to prepare and present a portfolio of art, craft or design work</p>
<p><b>New content:</b></p> <p>F2 Recording examples of visual work for a portfolio</p> <p>F3 Capturing and editing digital work</p> <p>The recording of own visual work for portfolio and how to capture and edit this digitally is a new consideration not addressed in the old QCF units. Although the use of digital software is a consideration in some of the old QCF units, the use of it to organise and prepare a portfolio of own work is new.</p>	

## Section 2: What do these changes mean for planning and teaching?

### What are the key changes that I need to be aware of?

#### Different language used for delivery

You can find a glossary of key terms and command verbs for both internally and externally assessed units below:

Internally assessed: can be found within appendix 2 of the specifications, found [here](#)

Externally assessed [here](#)

An example of where the key terms have changed is below:

<b>2016 Unit 3 : The Creative Process</b>	<b>2010 Unit 6: Application, exploration and realisation in Art and Design</b>
Pass criteria requires: Explain, demonstrate, apply	Pass criteria requires: Develop, select, experiment and review
<b>2016 Unit 4 : Materials, Techniques and Processes</b>	<b>2010 Unit 2: Materials, Techniques and Processes</b>
Pass criteria requires: Explain, demonstrate: exploration, consideration, development and application	Pass criteria requires: Explore, use and evaluate.

### Which units are being externally assessed?

<b>Unit</b>	<b>First Assessment Window</b>
1 Visual Recording and Communication:	June 2017
2 Critical and Contextual Studies in Art and Design	June 2017
6 Managing a Client Brief	June 2017
7 Developing and Realising Creative Intentions	June 2017

### How should I plan delivery of these units to reflect the changes in assessment?

More guidance on delivery models can be found within BTEC Nationals Delivery Guide and Delivery Plans.

These documents are available within the course materials section for Art and Design (accessible [here](#))