

Teaching and learning
support during
Coronavirus (COVID-19)



Illustration by Lucy Vigrass

Art and Creative Media

Guidance for BTEC Nationals, Tech Awards,
Firsts and Technicals



Formal assessment requirements

We have confirmed for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards, where we expect to be able to provide calculated results, we do not require or expect any formal assessment for BTEC to take place while learners are studying at home. We expect to collect centre assessment grades from teachers and tutors for any incomplete work for all learners and these judgements will be used in the calculation of a final result where relevant.

Supporting teaching and learning

Whilst not a requirement we are encouraging and supporting continued learning at home during this time, so when learners return to school or college, progress to HE, an apprenticeship, or work, they have the knowledge and skills they need to continue with confidence. We also recognise the benefits that learning and a structured day have on general health and wellbeing and we want to make sure that we are doing everything we can to best support you and your learners at this time.

Contents:

- **Qualifications** that fall into the Calculated Result category
- **Support for blended learning**
- **Subject Advisor** support and guidance
- **Support for transition** to second year of a two-year programme
- **Approaches** for remote learning



Qualifications in Art and Design and Creative Media that fall into the Calculated Result Category

Qual. No.	Qualification title
500/7333/3	Pearson BTEC Level 3 Certificate in Art and Design (QCF)
500/7845/8	Pearson BTEC Level 3 Certificate in Creative Media Production (QCF)
603/0448/0	Pearson BTEC Level 3 National Certificate in Art and Design
500/7144/0	Pearson BTEC Level 3 Subsidiary Diploma in Art and Design (QCF)
500/7842/2	Pearson BTEC Level 3 Subsidiary Diploma in Creative Media Production (QCF)
601/7228/9	Pearson BTEC Level 3 National Extended Certificate in Art and Design
601/7467/5	Pearson BTEC Level 3 National Extended Certificate in Creative Digital Media Production
603/1911/2	Pearson BTEC Level 3 National Extended Certificate in Digital Content Production
603/1910/0	Pearson BTEC Level 3 National Extended Certificate in Digital Film and Video Production
603/1912/4	Pearson BTEC Level 3 National Extended Certificate in Digital Games Production
600/3890/1	Pearson BTEC Level 3 90-credit Diploma in Art and Design (QCF)
600/6445/6	Pearson BTEC Level 3 90-credit Diploma in Creative Media Production (QCF)
601/7468/7	Pearson BTEC Level 3 National Foundation Diploma in Creative Digital Media Production
601/7230/7	Pearson BTEC Level 3 National Foundation Diploma in Art and Design
600/4781/1	Pearson BTEC Level 1/Level 2 First Award in Art and Design
600/6831/0	Pearson BTEC Level 1/Level 2 First Award in Creative Digital Media Production
500/7104/X	Pearson BTEC Level 2 Diploma in Art and Design
500/7928/1	Pearson BTEC Level 3 Foundation Diploma in Art and Design
500/7298/5	Pearson BTEC Level 3 Diploma in Art and Design (QCF)
500/7888/4	Pearson BTEC Level 3 Diploma in Creative Media Production (QCF)
601/7470/5	Pearson BTEC Level 3 National Diploma in Film and Television Production
601/7474/2	Pearson BTEC Level 3 National Diploma in Sound Production
601/7224/1	Pearson BTEC Level 3 National Diploma in 3D Design and Crafts
601/7473/0	Pearson BTEC Level 3 National Diploma in Digital Games Design and Development
601/7472/9	Pearson BTEC Level 3 National Diploma in Digital Publishing
601/7225/3	Pearson BTEC Level 3 National Diploma in Fashion Design and Production
601/7471/7	Pearson BTEC Level 3 National Diploma in Film and Television Visual Effects
601/7226/5	Pearson BTEC Level 3 National Diploma in Graphics
601/7227/7	Pearson BTEC Level 3 National Diploma in Photography
603/0447/9	Pearson BTEC Level 3 National Diploma in Art and Design



500/7566/4	Pearson BTEC Level 3 Extended Diploma in Art and Design (QCF)
500/7878/1	Pearson BTEC Level 3 Extended Diploma in Creative Media Production (QCF)
603/1238/5	Pearson BTEC Level 1/Level 2 Tech Award in Creative Media Production
603/0873/4	Pearson BTEC Level 2 Technical Diploma in Design Production
603/0876/X	Pearson BTEC Level 2 Technical Diploma in Digital Audio/ Visual Production
603/0874/6	Pearson BTEC Level 2 Technical Diploma in Digital Games Production
603/0875/8	Pearson BTEC Level 2 Technical Diploma in Digital Media Production
601/7469/9	Pearson BTEC Level 3 National Extended Diploma in Creative Digital Media Production
601/7229/0	Pearson BTEC Level 3 National Extended Diploma in Art and Design
603/3073/9	Pearson BTEC Level 1/Level 2 Tech Award in Art and Design Practice
600/6821/8	Pearson BTEC Level 1/Level 2 First Certificate in Art and Design
600/7045/6	Pearson BTEC Level 1/Level 2 First Certificate in Creative Digital Media Production
601/0172/6	Pearson BTEC Level 1/Level 2 First Diploma in Art and Design
601/0166/0	Pearson BTEC Level 1/Level 2 First Diploma in Creative Digital Media Production
600/6822/X	Pearson BTEC Level 1/Level 2 First Extended Certificate in Art and Design
601/0167/2	Pearson BTEC Level 1/Level 2 First Extended Certificate in Creative Digital Media Production
603/4663/2	Pearson BTEC Level 3 National 540 Diploma in Creative Media Practice
603/4665/6	Pearson BTEC Level 3 National Extended Diploma in Creative Media Practice
603/4666/8	Pearson BTEC Level 3 National 540 Diploma in Art and Design Practice
603/4667/X	Pearson BTEC Level 3 National Extended Diploma in Art and Design Practice



Support for Blending Learning

1. Digital Textbooks and Revision Guides

We're providing **free 90-day access** for your centre to some of our digital learning resources which can be accessed in college or at home.

The following digital Textbook bundles are all available via our online ActiveLearn platform. ActiveLearn provides core textbooks, online homework and practical activities, as well as front-of-class teaching resources, planning and assessment materials. You can allocate as much or as little from the e-Textbooks as you wish to your learners to access wherever, whenever.



Digital textbook bundles:

- KS4 Vocational Qualifications
- KS5 Vocational Qualifications

Revision

- KS4 Revision Guides
- KS5 Revision Guides

If you would like to access these resources please request access [here](#).

2. Online remote-delivery recordings for BTECs

- Introduction to online remote delivery
- Developing resources for online delivery
- Planning and teaching online
- Supporting students studying online

[> Find out more](#)



3. Digital Live Event and Recordings

Access recordings from our **Digital Live event: Enabling Education**

[> Find out more](#)



4. Get expert guidance from our community of online teaching and learning specialists

A range of free resources including blog articles and webinars to provide support, inspire ideas and enable you to channel your passions and expertise without feeling too overwhelmed. Browse articles and blog content and access via this [link](#).

5. Paid-for Teaching Resources

Teaching packs

These packs cover the full breadth of the unit content. Lesson plans, presentations, activity sheets, videos and quizzes are included in the pack.

Teaching packs are available for the following Tech Award suites:

Tech Awards

1. Creative Media Production
2. Art & Design Practice

6. Free Art, Design and Media Resources and Software

- BBC Bitesize resources:
 - [Art and Design](#)
 - [Media Studies](#)
 - [Graphic Communications](#)
- TES
 - [Media Teaching Resources](#)
- [Ideas Foundation](#) - free teaching and learning resources including creative briefs



- Virtual Gallery Tours and Inspiration:
 - [The Louvre](#)
 - [Musée d'Orsay](#)
 - [Van Gogh Museum](#)
 - [The Vatican Museum](#)
 - [The British Museum](#)
 - [Metropolitan Museum of Art](#)
 - [Rijksmuseum](#)
 - [National Museum of Modern and Contemporary Art, South Korea](#)
- Tate Modern's [virtual tour](#) of the Andy Warhol exhibition
- [BFI](#) - supporting film and filmmakers in the UK
- [Science and Media Museum](#) - a variety of media resources including an animation gallery
- [Motionographer](#) - shares inspiring work and important news for the motion design, animation and visual effects communities
- [Twitch Creative Categories](#) - live streaming amateur and professional creatives covering a broad range of art, design, media production and performance

Free software

- [Graphic Image Manipulation Program](#) - high-end photo editor
- [Inkscape](#) - vector graphics editor
- [Scribus](#) - page layout/desktop publishing
- [Tracktion T7](#) – Digital Audio Workstation (DAW)
- [BandLab Cakewalk](#) – Digital Audio Workstation (DAW)
- [Blender](#) – 3D modeling, rendering and animation system, video editing software
- [Autodesk](#) a broad range of animation, VFX and modelling tools
- [Sketchup](#) - 3D modeling software
- [Valentina](#) - fashion pattern cutting software
- [Unreal](#) - games engine
- [Unity](#) - games engine (free for individual use)
- [OpenShot](#) - video editor
- [Werble](#) - 2D photo animation loop and GIF creation tools
- [Cinemagraph Pro](#) - 2D photo/video hybrid creation
- [Pixaloop](#) - 2D photo/video hybrid creation



- [Wondershare](#) - Video editing with simple drag & drop interface and editing tools
- [DraftSight](#) – CAD software (compatible with AutoCAD)
- [LightWorks](#) – Video editing software
- [LibreOffice](#) – Word processing, spreadsheets, presentation software (compatible with Microsoft Office)

Subject Advisor support and guidance

Subject Advisor Susan Young's [Art and Design and Creative Media eUpdates](#)

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Teaching and Learning to support transition to second year of a two-year programme

We are continuing to support schools and colleges to enable learners to continue with their studies from home. We are encouraging continued learning so when learners return to school or college they have the knowledge and skills they need to continue with their course.

The items below are examples of the key skills or types of content which would typically be covered in year 1 that is needed to support units/ components typically covered in the second year of a study programme. As the skills developed in year 1 of Art and Design and Creative Media qualifications are all built upon continuously throughout the programme in BTEC Firsts, Tech Awards, Technicals and Nationals, the list a general overview of fundamental skills that learners should continue to develop and work towards as much as possible to prepare them for year 2.

BTEC Nationals (QCF and RQF), Tech Awards and Firsts

Ideas generation and creative problem solving - experimentation with various media and/or materials, trying out alternative approaches, exploring related work, creating moodboards, mindmaps, models, tests, samples, prototypes etc.

Informing ideas and understanding of practice - conducting relevant research to own work and ideas, analysing the work of others and their use of visual language/other forms of communication, researching: contextual factors influencing work, different processes and approaches to work, information on client and audience, using different sources and methods of primary and secondary research

Communication of ideas and work - methods of expressing ideas and concepts through work, creating meaning, mood, style etc., documenting development and outcomes, presenting work, developing a portfolio of work, use of appropriate formats and conventions



Practical skills development - application and integration of technical processes, use of materials, tools, software, specialist techniques

Using creative process to develop work - use and management of stages of development, planning and preparing time and resources, ongoing critical reflection, testing, feedback gathering and refinement of work

Working with creative briefs - identification of creative challenge/problem, research and understanding of client and audience(s), purpose and/or function of work

Understanding of sector and progression opportunities - investigation of roles and practices used in different parts of the sector, looking at HE programmes and entry requirements

Approaches for remote learning

Our expectation is that centres will continue to provide teaching and learning of as much of the BTEC specification unit content as is possible and carry out teacher based assessments (e.g. worksheets, questions, activities etc) to help prepare learners for the next stage of their journey.



We do not expect learners to complete any formal BTEC Assignment Briefs for BTEC Level 3 Nationals, BTEC Level 1 and 2 Firsts and Tech Awards between mid-March and July. The table provides some examples of adapted approaches to providing learners with activities that allow for feedback and support continued teaching and learning.



Alternative Remote Learning Approaches	
Assessment Technique	Indicative Alternative Assessment
Case study (physical submission)	Case study (online submission or electronic submission by email)
Discussion forum (in class, verbal)	Virtual meetings (Google class, Microsoft Teams, Zoom, FaceTime, Skype or equivalent platforms)
Group feedback or critique session (face-to-face)	Online chat (Google class, Microsoft Teams, Zoom, FaceTime, Skype, VLEs, blogs or equivalent platforms)
Experimentation (practical/materials/digital/ideas)	Record outcomes using camera phones, written annotation and discussion in online chat
Independent research report (physical copy)	Independent research report (online submission or electronic submission by email)
Question and Answer Session	(Google classroom, Microsoft Teams, Zoom, Skype or equivalent platforms)
Peer review (written, in class)	Peer review report or recording (online submission or electronic submission by email)
Presentation (face-to-face, in class)	<p>Presentation (live via Google classroom, Microsoft Teams, Zoom, Skype or equivalent platforms)</p> <p>Presentation (recorded online submission or electronic submission by email)</p>



<p>Production of an artefact or product (physical or digital)</p>	<p>Presentation of the production phases (Google classroom, Microsoft Teams, Zoo, Skype or equivalent platforms; recorded online submission or electronic submission by email)</p> <p>AND/OR</p> <p>Written and/or visual documentation of the production phases (online submission or electronic submission by email)</p>
<p>Performance</p>	<p>Performance portfolio (online or electronic submission by email)</p>
<p>Self-reflection</p>	<p>Self-reflection (online submission or electronic submission by email)</p>
<p>Simulated activity (in class demonstration)</p>	<p>Individual report (online submission or electronic submission by email)</p>
<p>Written task/report (physical submission)</p>	<p>Written task/report (online submission or electronic submission by email)</p>

How to approach development of practical work and skills

Centres are encouraged to support learners development of practical and technical skills, practical exploration of ideas and development of practical work as much as possible from home.

Whilst some equipment, space and resources may be limited or inaccessible, learners can continue to use readily available physical and digital resources to produce creative work and explore ideas. This could include use of free software (see 'Free Art, Design and Media Resources and Software' section above), use of phones, home computers or iPads etc., taking photos, drawing, sketching, documenting ideas and plans, developing prototypes/models etc.



Learners can continue to practice, experiment with and refine technical skills that can be accessed with limited need for budget/equipment e.g. use of painting and drawing materials and techniques, use of software/applications, textiles techniques (e.g. pattern cutting, stitching), use of cameras etc.

All practical work carried out should be recorded for potential use in progression materials or portfolios and/or as ideas and initial work towards further projects.

How to approach the use of software

Centres are encouraged to provide students with guidance as to suitable free or low-cost software that may be used to undertake work. For example:

There are many free or low-cost alternatives available. Many software vendors provide free versions of software for students. Searching on the internet will result in extensive lists.

Some large, industry-standard software vendors provide free versions of their software for education. Some of the most common are:

- **Microsoft** – Word, Excel, Powerpoint and others are available for free. (<https://www.microsoft.com/en-us/education/products/office>)
- **Libre Office** - LibreOffice is free and Open Source Office Suite Software. <https://www.libreoffice.org/>
- **Google Docs** - free office suite for personal use. <https://www.google.co.uk/docs/about/>

In addition, many vendors offer low-cost educational licenses for their software. For example, Adobe Creative Cloud (Photoshop, Illustrator, InDesign, etc.) offer a low-cost monthly license for students. (<https://adobe.ly/3430FXX>)

Finally, many vendors offer fully functional trial versions of their software. These may allow students to complete work using the same software as found in college. Centres are encouraged to explore whether trial versions of their software may be available and provide students with appropriate guidance.

How to approach research



Students working on research activities requiring primary research may find it challenging in the current climate. However, when used correctly the internet can be a good source for scholarly journals, current news, books, credible magazines, general information and other relevant content to help with research-based activities.



Primary Data Collection

Typically, activities such as off-campus visits, interviews, focus groups, observations, etc. would be conducted in a face-to-face environment. Alternative methods to conduct primary research could include:

- Utilising virtual tours and site visits
- Arranging a phone conversation for direct interviews
- Utilising video conferencing software to host focus groups, observations and interviews
- Utilising Live Messaging systems or software such as MS Teams to conduct research amongst peers
- Engaging in email correspondence
- Using social media networks to gauge feedback or interest i.e. consumer voice.

Using online surveys is another approach which is relatively simple to set up. Several free online survey tools are readily available to design and send out to a wide range of participants. Common survey platforms include:

- **Google Forms** – <http://forms.google.com>
- **SurveyMonkey** - <http://surveymonkey.com>
- **SmartSurvey** - <https://www.smartsurvey.co.uk>



Secondary Data Collection

Where primary data collection may not be possible, or necessary, students may be directed to use secondary research; which can support the original hypothesis being examined. Many online journals offer free access to scholarly articles and peer reviewed journals. To ensure reliability look for reputable sources online. Many reliable statistics, articles and other information can be found on government and educational websites.

In addition, an Internet search for only scholarly information will reveal further sources. Some open access journals which feature topics across several areas are:

- **DOAJ** - <https://doaj.org/>
DOAJ features more than 8,500 open access journals, many of which are sourced from government, commercial, non-profit, and for-profit sources.
- **Oxford Open** - https://academic.oup.com/journals/pages/open_access
Oxford Open's database is comprised of archived content from more than 300 publications. The majority of these journals are fully open access, and the site also provides an array of optional open access entries (articles with publication costs paid by the author) that users may also access free-of-charge.
- **Omics Group** - <https://www.omicsonline.org/open-access-journals-list.php>
More than 300 open-access scientific journals on life sciences, pharmacology, environmental science, management, computer science and engineering.

For a full list of open access journals by subject go to-
<https://www.onlineschools.org/open-access-journals/>

Many professional bodies and professional membership organisations also publish research studies, case studies and information that students may use to support their research. Typically, these sources will be reliable and relevant. Centres are encouraged to ensure that students are aware of the professional bodies and membership organisations that are relevant to their field of study.