Guidance and units

Edexcel Level 3 BTEC Foundation Diploma in Art and Design

November 2007
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Publications Code B019654

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Edexcel Level 3 BTEC Foundation Diploma in Art and Design

This qualification has been accredited to the National Qualifications Framework (NQF) and is eligible for public funding as determined by the DfES under Sections 96 and 97 of the Learning and Skills Act 2000.

The qualification title listed above features in the funding lists published annually by the DfES and the regularly updated website www.dfes.gov.uk/. The NQF Qualifications Accreditation Number (QAN) should be used by centres when they wish to seek public funding for their learners. The QAN for this qualification is listed in Annexe A.

This qualification title is as it will appear on learners’ certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.
Introduction

This guidance offers advice and recommendations which will enable centres to manage and implement the Edexcel Level 3 BTEC Foundation Diploma in Art and Design. This guidance specifies the knowledge, understanding, skills and assessment requirements of the qualification and identifies the boundaries within which centres must design and operate it.

This guidance replaces the 2000 guidance for BTEC Foundation courses in Art and Design (publications code B009053). Centres approved to offer the 2000 qualification must adopt the new guidelines.

Rationale

The primary aim of the Edexcel Level 3 BTEC Foundation Diploma in Art and Design is to educate learners to make informed decisions which will aid their progression (primarily, but not exclusively) to appropriate higher education in Art and Design. It builds on the learners’ prior experience. The integrated nature of the qualification is an essential feature, encouraging learners to relate specialised aspects of art and design to the overall aims. Skills already acquired are linked with ideas and challenges, which extend their critical independence and enable them to demonstrate a full understanding of the application of art and design relevant to progression opportunities and career choice.

Programme teams will be expected to be innovative in delivery, identifying specific discipline expertise while ensuring that the core, interpretative function of translating learner abilities into realisable goals is achieved.

This qualification is characterised by experiential, experimental and integrated learning, relying upon the development of skills, knowledge and understanding, while valuing the accidental and disruptive results that can occur. The programme of study must ensure that the full range of teaching expertise and learning opportunities are provided which are necessary for learners’ awareness of the demands of art and design and recognition of the common principles and distinctive characteristics of subject disciplines.

Aims

The Edexcel Level 3 BTEC Foundation Diploma in Art and Design aims to:

- enhance learners’ capacity to learn and develop those faculties and skills which lead to self-reliant learning
- develop learners’ critical awareness of the contemporary visual world and related contexts and the relationship of contemporary practice to historical, cultural, environmental and social influences
- develop learners’ intellectual curiosity through critical understanding and advanced learning using appropriate methods such as a reflective journal and interaction between self and others
• develop learners’ ability in methods of creative production by maintaining an open mind towards the exploration of new ideas through risk-taking

• connect to the workplace and employers by encouraging participation in ‘live projects’ wherever relevant to the specification and by engaging practitioners as lecturers on, or visitors to, the programme

• provide a context in which learners are able to identify and interpret their strengths and direction through a continuous diagnostic and progressive exploration of skills and concepts central to art, design, craft and communication practice

• develop learners’ understanding and awareness of the opportunities and demands of study in art, design, craft and communication in order to translate potential and ability into realisable goals within higher education, chosen employment or industry liaison.

Related qualifications

The Edexcel Level 3 BTEC Foundation Diploma in Art and Design is distinguished from other art and design qualifications at this level in the National Qualification Framework by the fostering of the learners’ ability to understand how art and design disciplines can interrelate and the contemporary contexts in which they operate. The programme is also distinguished by its recognition of the importance of independent thinking, organisation and motivation, leading to an informed choice of progression opportunities.

Access

It is the responsibility of the centre to recruit with integrity. Centres must therefore:

• provide applicants with appropriate information

• identify applicants’ needs and abilities and relate these to realisable goals

• recruit in the light of applicants’ previous qualifications and experience.

The Edexcel Level 3 BTEC Foundation Diploma in Art and Design is intended primarily for those learners wishing to progress to higher education in art and design or associated subjects. However, learners who wish to use the qualification as preparation for employment should not be discouraged.

Learners who enter, usually at 18 years of age, with at least one of the following qualifications, are likely to benefit more from the programme:

• one Advanced GCE supported by three GCSE grades A* to C or equivalent

• a combination of an Advanced GCE in Applied Art and Design or AS GCE in Art and Design supported by appropriate previous accredited achievement

• a portfolio of work which demonstrates evidence of having achieved a standard which will enable the learner to benefit from the course.

In some circumstances learners may have achieved:

• a BTEC National Diploma in Art and Design, including specialist endorsements

• an Advanced GCE in Applied Art and Design.
Individuals seeking progression on to this qualification could be:

- learners who have completed an Advanced GCE in Art and Design course of study and now wish to build a portfolio of work and further develop the critical, intellectual, technological and creative skills necessary for successful entry into higher education art and design
- learners who have completed a package of an Advanced GCE in Applied Art and Design and/or an AS GCE and now wish to build a portfolio of work and further develop the critical, intellectual, technological and creative skills necessary for successful entry into higher education art and design
- learners who have completed either of the above and are seeking progression into appropriate employment opportunities
- mature applicants who wish to prepare a portfolio and develop the skills necessary for entry into higher education art and design and show evidence of aptitude for this qualification.

Programme teams are encouraged to allow the applicant to submit evidence in the form of a portfolio of practical work. Applicants should be given the opportunity to attend a personal interview, which will enable assessment of the applicant’s needs, abilities and potential to benefit from the programme. Programme teams should agree the range of evaluation criteria to be applied at the interviewing process.

**Accreditation of Prior Learning (APL)**

Edexcel encourages centres to recognise learners’ previous achievements and experience through APL. Learners may have evidence that has been generated during previous study or in their previous or current employment or while undertaking voluntary work that relates to one or more of the units in the qualification. Assessors should assess this evidence against the assessment criteria in the normal way. As with all evidence, assessors should be satisfied about the authenticity and currency of the material when considering whether or not the outcomes of the unit have been met.

Full guidance about Edexcel’s policy on APL is provided on our website: www.edexcel.org.uk.
Structure of the qualification

The Edexcel Level 3 BTEC Foundation Diploma in Art and Design is a 600-hour qualification consisting of seven units of 60 hours each (Units 1-7) and two units of 90 hours each (Units 8 and 9).

While the qualification is Level 3 overall, Units 8 and 9 are Level 4, reflecting the level of demand made on learners by those units and their preparatory relationship to higher level study.

To achieve the whole qualification, a learner must achieve a pass for Units 1-7 and a single grade for Units 8 and 9. The grade for Units 8 and 9 constitutes the final qualification grade.

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<td>3</td>
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<td>Unit 3 Media Experimentation in Art and Design</td>
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<td><strong>Stage 2: Pathway stage</strong></td>
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<td>Unit 7 Preparation and Progression in Art and Design</td>
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<td><strong>Stage 3: Confirmatory stage</strong></td>
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Unit format

Each unit is set out in the following way.

*Unit title*

The unit title is accredited by QCA and this form of words will appear on the learner’s Notification of Performance (NOP).

*Guided learning hours (GLH)*

Guided learning hours is ‘a notional measure of the substance of a unit’. It includes an estimate of that might be allocated to direct teaching, instruction and assessment, together with other structured learning time such as directed assignments or supported individual study. It excludes learner-initiated private study.
Centres are advised to consider this definition when planning the programme of study associated with this specification.

**NQF level**

This is the level of study of the qualification as determined by the National Qualifications Framework (NQF).

**Unit rationale**

The rationale identifies the aims, purpose and scope of each unit.

**Assessment criteria**

This section identifies the pass criteria for the unit. For Units 1-7 the assessment is pass only. Units 8 and 9 are graded. The grading criteria for those units are identified in the grids on pages 46 and 47.

- Assessment evidence
- This section identifies the type and form of work which learners will typically produce for the unit. This is not a definitive list.

**Unit content**

Unit content gives an indication of the main topics which learners need to learn to be able to achieve the unit. Content is expressed in simple ‘headline’ format, to facilitate broad interpretation in programme planning. For each unit, content covers knowledge and understanding, practical skills and personal competencies.

**Planning and running a programme**

Any centre wanting to run the Edexcel Level 3 BTEC Foundation Diploma in Art and Design should consider:

- the needs of individual learners (and the diversity of their prior experiences)
- effective and efficient liaison with providing institutions (usually schools), receiving institutions (higher education) and potential employers
- higher education selection criteria and entry requirements (including the complexities of specialist and modular art and design degree provision)
- progression to higher education, predominantly to degree but also other programmes at Levels 4 and 5 (for example BTEC Higher Nationals) both through route ‘A’ and route ‘B’ UCAS options
- employment opportunities and employer needs
- the teaching strategies to be employed and learning strategies that are to be encouraged.
Resources for the preparation, launch and implementation of the programme include:

- a programme team (including support staff) with appropriate academic, vocational and professional experience
- appropriately equipped and updated art and design studios and workshops (including sufficient dedicated access to key resource areas and adequate flexible, or open-access provision in other, more specialist areas, with particular reference to external assessment requirements)
- access to modern information technology facilities
- access to appropriate information sources, including the internet.

Programme structure

Programmes leading to the achievement of the Edexcel Level 3 BTEC Foundation Diploma in Art and Design are usually designed to last a minimum of one year’s full-time study. Occasionally, an individual learner’s programme may differ, depending on that individual’s prior experience and learning.

Centres are reminded that the Edexcel Level 3 BTEC Foundation Diploma in Art and Design is a demanding qualification and any combination with other qualifications must not be to the detriment of the standard and integrity of the programme. However, some learners may wish to take an additional programme of study alongside the Edexcel Level 3 BTEC Foundation Diploma in Art and Design. Such additional study may be an Edexcel AS GCE in Art and Design (Critical and Contextual Studies), key skills units, or a supplementary craft award. Where this is the case, centres are advised that they must ensure that the course of additional study does not undermine or adversely affect the Edexcel Level 3 BTEC Foundation Diploma in Art and Design.

Part-time programmes

Part-time programmes present special problems but also special opportunities. The programme team should build on the special opportunities provided by the programme by:

- liaising with employers, where appropriate, to ensure a course which is relevant to the specific needs of the learners
- accessing non-confidential data and documents from programme members’ workplaces, where appropriate
- involving sponsoring employers, where appropriate
- being aware of the particular needs and aspirations of learners accessing part-time study.
Programme design

Centres are not expected to undertake identical programmes. However, every centre will be required to cover the same range of learning outcomes and assessment criteria, and to ensure coherent sequencing - that is, patterns of teaching, learning and assessment which are continuous, interactive and integrative rather than fragmented across diverse disciplines.

An insular unit-by-unit approach to programme delivery should be avoided and an integrated approach promoted. The programme should be underpinned by a series of assignments and projects which focus attention on assessment criteria, evidence and programme content. Assessment criteria for each unit should be clearly signposted through each stage.

Centres should if possible avoid a passive ‘rotational’ approach to programme delivery and recognise the importance of investigation in diagnosing development opportunities. The focus of programme delivery must be the relationship between the development of the learner’s work and the identification of progression opportunities.

Some centres may wish to continue to use rotation as a delivery methodology. This is permissible provided it is within the spirit of the guidance and rationale of the qualification. It is important that any delivery system designed by programme teams (whether rotational or not) recognises that learners must be able to develop and synthesise their diagnostic experience in order to make considered and informed choices about the next stage of their professional development.

When designing programmes, centres should ensure that learners are able to articulate their awareness of the contemporary contexts in which art and design operates, as well as related (historical) contexts. Similarly, programmes should develop the learner’s ability in methods of creative production, offering opportunities for the learner to generate ideas and address issues through response and reflection.

Any centre offering the Edexcel Level 3 BTEC Foundation Diploma in Art and Design needs to provide learners with:

- clear guidance on the routes and modes of study available and how these are supported
- opportunities to make individual learning contracts with tutors to ensure that personal learning objectives are achieved
- learning activities which demonstrably help learners to achieve all of the aims and objectives of this qualification
- adequate and appropriate physical resources, which span the breadth and depth of activities across the programme and include specialist studio and workshop space with equipment available as appropriate and learner access to a designated work area (specifically during the final two stages of the programme and during the period of external assessment)
- advice and feedback on progress and learning needs throughout the programme (with a strong system of tutorial support and personal tutors)
• a course handbook (specified below and distributed to all learners)
• a safe working environment which complies with relevant health and safety regulations and procedures.

There should be a tutorial system in operation which monitors learner progress on the programme, allowing tutors to see and review work in progress and to ensure that programmes are constantly revised to reflect changes in the application of art and design techniques, the contemporary contexts of art and design practices, and the visual and critical interpretation of the contemporary world and technologies. Learners should be assigned personal tutors for the second and third stages of the programme.

Those learners with special needs may require additional support, which could include technical aids or specially devised or adapted methods of assessment, with additional time allowed if necessary.

Programme management

Centres will need to demonstrate the effectiveness and efficiency of the way they manage and implement the qualification. They will also need to demonstrate the effectiveness of the quality assurance systems which monitor their programme (including arrangements for internal assessment and internal verification). Centres are expected to track and record all learner achievement, using appropriate documentation. Each centre approved to deliver the Edexcel Level 3 BTEC Foundation Diploma in Art and Design must comply with the codes of practice relating to internal verification. Centres are also expected to have set up an appropriate department or faculty structure with an internal verifier co-ordinator, internal verifiers, and those who have responsibility for key skills and Accreditation of Prior Learning (APL) within the assessment team.

Centres should identify an appropriate delivery team, normally headed by a programme manager. The programme manager has particular responsibility for:
• the effective operation and development of the programme team
• ensuring an innovative approach to programme delivery within an integrated and coherent framework
• identifying future resource and team development needs
• planning and implementing detailed review and evaluation procedures which incorporate the views of all stakeholders
• providing the link between the programme team and the external examiner.

The programme team has responsibility for:
• implementing recruitment and induction procedures
• implementing equal access and equal opportunities policies
• effective programme design, implementation, assessment, grading strategies and documentation
implementing learner support systems and personal tutor allocations (including recognised procedures for application to higher education, where appropriate)

effective and efficient liaison with providing institutions (usually schools)

effective and efficient liaison with receiving institutions (the higher education sectors or other institutions providing appropriate progression opportunities)

effective liaison with employers, where appropriate

implementing quality assurance systems:

- formal and documented monitoring of the operation of the programme (in delivery, and consistency and fairness of assessment/grading decisions)
- monitoring learner progress
- implementing review and evaluation procedures — there must be programme-specific evidence of review and reporting procedures in place (action plans) and mechanisms to ensure that the programme remains current and relevant to individual learner needs, receiving institutions, employers and contemporary art and design professional practice.

If the team is to function effectively, given the crucial role it has in the delivery of a coherent programme and the demands this may make, strong support from senior staff is essential.

It is also important that support staff (and/or teaching/lecturing assistants) are recognised as an integral part of the programme team.

Programme teams should also consider the value of an ‘external panel’ drawn from providing institutions, receiving institutions, employers, practicing artists and designers, to advise on programme development and the contemporary relevance of the programme.
Approaches to teaching

Recommended programme

The Edexcel Level 3 BTEC Foundation Diploma in Art and Design has nine units, all of which are mandatory. These units are in three stages. There are three units in the first stage, four units in the second stage and two units in the final stage. This staged structure supports the progressive development of the learner towards independent and self-reliant learning.

The following table illustrates the overall programme structure.

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Stages

1: Exploratory stage

- Unit 1: Information and Research in Art and Design
- Unit 2: Recording and Responding in Art and Design
- Unit 3: Media Experimentation in Art and Design.

During this stage it is expected that the learner will further develop the technological and practical skills already acquired. This exploratory stage is where the learner begins to understand the aims of the qualification and become familiar with its purpose and content. Learners will be encouraged to research contemporary, historical and cultural contexts and precedents and to relate their own emerging practices to others’ work. This stage also introduces them to the attitudes and processes that will enable them to foster their own creativity and engage in self-reliant learning. Their responses will be to the initial stimulus of primary source material and then to the secondary sources and ideas generated by observation, recording and documenting. This may range from traditional media through to those recently developed. They are encouraged to recognise the intrinsic formal qualities of different media as essential elements in visual communication and to build relationships between theory and practice.
The units in this stage are characterised by breadth of research, recording and observing of information, growing awareness of the importance of personal responses, and the role of the unfamiliar.

Drawing and other forms of visual investigation are critical during this stage, particularly in researching and applying 2D and 3D basic visual systems and design methodologies, (especially in Unit 2: Recording and Responding in Art and Design). In Unit 3: Media Experimentation in Art and Design it will be important for learners to have technical experience and a degree of expertise, in order to initiate experimentation using a variety of media, including 3D, craft, time-based and communication media.

Across the three units, centres should consider how to balance ‘exploratory’ themes with ‘exploratory’ areas (designed to help learners begin to make informed choices about particular areas of interest to them). As preparation for the next stage of the programme, learners will need to be aware of the various pathway areas and the issues they contain. Centres should avoid over-contextualising the units.

Units can be integrated by designing relatively short but intensive assignments and projects, which include unit assessment criteria. These assignments and projects can be based around thematic research, for example by exploring the application of visual systems, design methodologies and colour theory in conjunction with recording and responding to atmosphere, space, proportion, fantasy and texture. In designing assignments, centres need to map the qualification content for each of the units in this stage and ensure that all assessment criteria and the identification of assessment evidence are covered.

Access to studio and workshop space, which can support breadth of research and the provision of appropriate library and learning facilities which will enable learners to access examples of practitioner activity in art, design, craft and time-based media are all critical.

Centres should integrate contextual studies across the units in this stage, particularly with regard to the learner’s need to explore contemporary practice across a range of areas. However, learners should also acquire a basic and informed understanding of key historical styles, movements and individuals and display competence in the research and analysis of both textual and visual meaning. Learners should be able to discuss studio work and creative production in a range of historical and cultural contexts.

Assessment evidence for each unit should reflect the complete range of assignments and projects undertaken (with preliminary studies where applicable), research materials should be accompanied by secondary reference material, and there should be documentary evidence of the learner’s ability critical to evaluate their own experiences, responses, development and experimentation.

Where learners are seeking progression to higher education art and design through UCAS route ‘A’, centres should consider the need to integrate aspects of Unit 7: Preparation and Progression into the first stage.
2: Pathway stage

- Unit 4: Information and Interpretation in Art and Design
- Unit 5: Personal Experimental Studies in Art and Design
- Unit 6: Extended Media Development in Art and Design
- Unit 7: Preparation and Progression in Art and Design.

Units in this stage are characterised by the development of each individual's understanding of the contemporary visual world and their awareness of historical developments to inspire and inform their work. They will continue to develop this awareness and be able to use towards their own creative intentions in preferred specialist areas. Recorded personal reflection on this critical understanding will allow them to tackle the issues within art, design, craft and communication media.

The work that they produce will continue to challenge their preconceptions and visual awareness. It is expected that continuous reflection will enhance this developing practice and they will be able to create successful art, craft, design and communication work that involves a selective synthesis of skills, processes and understanding.

Throughout this stage they should continuously extend the ways in which they exploit the characteristics and properties of their chosen media and understand that the nature of a given medium has an influence on people’s appreciation of the form, nature and function of images and objects.

This stage allows time for the analysis of interests and development of ambitions by evaluating skills and investigating directions to pursue. There is the opportunity to identify future aims and possible progression routes by identifying a personal direction within the breadth of current creative practice. This is a self-revelatory process, which requires time for personal and shared reflection with peers and tutors and further develops skills that can be transferred to meet progression needs.

Centres should consider Unit 5: Personal Experimental Studies in Art and Design for a chosen project within an identified pathway area. This unit should underpin the learner’s ability to make an informed choice from the options available in Unit 6: Extended Media Development in Art and Design.

Consideration could also be given to the value of in-depth illustrated and written work as part of the assessment evidence for Unit 4: Information and Interpretation in Art and Design. Learners will need to understand and explain the influence of others’ work on their own development within a chosen pathway and the relationship between their work and the contemporary visual world. Subject matter should be related to the learner’s chosen pathway and practical work. The topic and format can be negotiated by the tutor or members of the programme team.

Marking the move towards more self-directed learning, learners should consult with tutors over more specialist assignments and projects which can be used to match their ability and potential to the demands of a chosen pathway. In designing assignments, centres need to map qualification content for each of the units contained in this stage and ensure that all assessment criteria and assessment evidence is covered. The assignments and projects should be used to support pathway research, skills, experimentation, process, analysis and evaluation.
**Unit 7: Preparation and Progression in Art and Design** should consolidate the learner’s future aims and progression route(s) and form the basis for appropriate application to and pursuit of either higher education in art and design or employment opportunities and may be started during the Exploratory stage.

Assessment evidence for each unit should show the complete range of assignments and projects undertaken, including preliminary studies and a range of evidence showing experimentation and process. Research materials should be accompanied by secondary reference material and documentary evidence of the learners’ ability critically to evaluate their own experiences, responses, development and experimentation. Evidence will also need to reflect personal areas of interest within the chosen pathway area (at least one completed assignment or project, supplemented by a range of work from that area), with evidence of understanding the potential and limitations of that pathway.

3: **Confirmatory stage**

- Unit 8: Integrating Theory and Practice in Art and Design
- Unit 9: Personal Confirmatory Study in Art and Design.

This stage is externally assessed and graded.

During this stage, the learner should automatically integrate research and ideas into their own practice. However, although this stage should confirm their individuality as practitioners within a particular chosen pathway, the essence of the Foundation Diploma in Art and Design as a qualification for progression must not be lost and a strong sense of continuing exploration by the learner must be encouraged and retained to reflect the change of Level from 3 to 4.

What distinguishes this stage from the previous stages, is that learners now confirm their chosen pathway, developing and integrating their skills and understanding within that pathway through a process of independent learning. Learners will be expected to take full responsibility for the direction of their work, and will be required to produce a final piece (or pieces) of work independently. The portfolio of work submitted for external assessment should clearly demonstrate the personal direction and preoccupations of the learner.

This stage is characterised by the expectation that learners can successfully manage their own learning and personal development; this underpins their creative and critical judgement within the chosen pathway. They will develop their creative and technical skills by extending their experience and understanding of a chosen specialist area in art, craft, design and communication to help them achieve their progression ambitions. This will involve researching and discussing in written and visual form their understanding and insight into those aspects of contemporary and historical practice which relate most closely to their own creative intentions and preferred contexts.

This confirmatory study is to be a self-initiated Final Major Project (FMP) based on a Statement of Intent (SOI) which will bring together their art, craft, design and communication skills, knowledge and understanding. Learners are required to identify project objectives and clarify and agree the scope of the work. They will demonstrate the management of time and resources to achieve a final outcome.
A crucial aspect of this unit is the level of critical review and analysis that learners engage with on throughout the confirmatory study. They must also demonstrate an understanding of communicating to different audiences, for example peers and tutors, the external examiner and the audience viewing the final show.

The emphasis on individual project management causes a shift in the style of teaching at this stage but staff should continue in the role of personal tutors by discussing and agreeing learner proposals for their FMP and ensuring that learners understand the assessment demands of both the units making up this stage and the overall grading criteria. Seminar groups and critiques led by learners have proved very successful in building this increasing independence and an ability to respond to others which is fundamental at this stage and level of the programme. Learners should have appropriate designated working areas in studios and access to specialist workshops and equipment.

Assessment evidence for each unit should show the complete range of contributing work undertaken, with particular emphasis on the development and realisation of the final piece or pieces, based on a growing understanding of the creative potential of the preferred media. Research materials should be accompanied by secondary reference material. Documentary evidence of the learner’s ability to critically evaluate his or her own experiences, responses, development and experimentation should also be available and other well-established practices such as the use of studio research journals, photographic and video evidence of work in progress.

It is expected that the Statement of Intent will be self-initiated and tutors should ensure that there is mapping of all assessment criteria for both units at a minimum pass level. Some centres may wish to issue a theme or topic for the confirmatory study. While this may be an expedient measure in some institutions, care should be taken to ensure that this does not constrain learners’ ability to meet the higher grade boundaries, especially regarding independence in the development of ideas.

This stage is graded and subject to external assessment. The learners’ Statement of Intent and a projected final grade for the stage must be submitted to the Edexcel appointed external examiner. During the presentation or exhibition of the confirmatory study work, the examiner will visit and verify learner work using internal assessed and standardised grades as a reference point. Edexcel publishes a guidance handbook for centres and examiners which gives full details of the protocols and processes for this part of the programme.

Course handbook

All centres approved to offer the Edexcel Level 3 BTEC Foundation Diploma in Art and Design must produce a valid and current course handbook, which should be accessible to all learners.

The format and style of the handbook should be decided by the centre and should reflect the distinctive nature of their Foundation Diploma in Art and Design programme. Handbooks could include:

- a general introduction and overview of the programme (including equal opportunities policy, assessment regulations and the induction programme if these are not covered in a more general centre handbook)
• an overview of the Foundation Diploma in Art and Design and its relationship to other qualifications within and beyond the National Qualification Framework
• aims of the programme and unit specifications
• aims of the Exploratory stage (Units 1-3)
• aims of the Pathway stage (Units 4-7)
• aims of the Confirmatory stage (Units 8-9)
• research methodologies
• the portfolio:
  – preparation skills
  – display and presentation of different types of work
  – self evaluation skills
• choosing higher education programmes
• making the UCAS application
• preparing for higher education interviews
• choosing employment/making a job application/preparing for employment interview
• the final major project
• assessment and grading (including notification of external assessment requirements)
• study visits
• the library and other learning resources (including key reference books, reading lists)
• access to studios and workshops
• health and safety
• support services
• examples of appropriate programme documentation
• the cost of the programme
• equipment lists
• other useful information sources (publications, websites and addresses).

Teaching should include assignment and project-based work, studio and workshop practice, exhibition and museum visits, commercial/industry-related visits, resource-based study and progression towards learner-directed study and independent learning. It should be based on specific discipline expertise and should ensure that the learner’s personal creative development and abilities are realised.

Assignments and projects should follow a standard format. The duration of assignment and projects will be defined within each stage and be relevant to the activities, such as shorter workshop or studio inductions with longer periods for learning to take place. Assignments and projects can vary and mirror vocational practice.
Assignments and project brief templates should include:

- programme title
- assignment or project title
- rationale
- aims (identifying unit assessment criteria)
- objectives (identifying unit assessment evidence)
- work to be completed
- resource requirements
- signposting of key skills opportunities (where applicable)
- timescale for production of preparatory work
- dates for the completion and submission of final work.

Assessment and grading

Formative assessment

Tutors should provide supportive feedback to learners so that they are able to improve the quality of their work and ensure that unit assessment criteria are being achieved. Formative assessment can be carried out at the end of projects and through opportunities provided by:

- group critques
- one-to-one tutorials
- tutorial discussions, presentations and seminars
- contextual studies and key skill presentations.

Summative assessment

Assessors should record successful achievement (pass grade only for the Exploratory and Pathway stages) during a period of assessment held at the close of each of the three stages of the qualification.

Referral

Learners who fail to achieve a pass grade will need to agree appropriate remedial action to address the referral before moving on to the next stage. A referral awarded at the end of the Pathway stage must be redeemed before the Confirmatory stage is started.

NB: Only the Confirmatory stage is summatively graded at pass, merit or distinction and will represent the overall grade for the Diploma. If a learner has a referral at this stage of the qualification, the referral procedure should be invoked.
Seen and unseen assessment

For the assessments of the Exploratory and Pathway stages, learners should be invited to join tutors to discuss and explain their work as part of the assessment itself (seen assessment). When Confirmatory stage work is assessed they will not join tutors as this stage is a formal examination (unseen assessment).

Internal standardisation

This is encouraged whenever major assessment takes place to ensure that there are regular quality checks on assessors and assessment methods.

Following the individual assessments of the Confirmatory stage, the teaching team must look again at portfolio work as a group and discuss the results. Where it is deemed appropriate and in line with nationals standards certain grades can be changed. The Edexcel external examiner will confirm the accuracy of the team’s collective decisions.

Confirmatory study and the Statement of Intent

It is expected that this is self-initiated. Some centres may wish to issue a theme or topic for the confirmatory study. While this may be an expedient measure, care should be taken to ensure that this does not constrain learners’ ability to meet the higher grade boundaries, especially regarding independence in the development of ideas.

External assessment

During the presentation or exhibition of the confirmatory stage work, the examiner will visit and verify learner work using internal assessed and standardised grades as a reference point.

Key skills

Key skills are not an integral part of the Edexcel Level 3 BTEC Foundation Diploma in Art and Design. Learners can achieve the qualification without gaining key skills. However, the qualification does provide opportunities for the achievement of key skills at Level 3 and Level 4. Centres should bear in mind that key skills units have their own registration, assessment and certification requirements.

Key skills are transferable skills which play an essential role in developing personal effectiveness for adult and working life and in the application of specific vocational skills. They provide a foundation for continual learning which enables and empowers individuals who, (inevitably) face a series of choices in work, education and training throughout their lives.

As the structure of industry and commerce is changing more rapidly than ever before, all employers and employees need these key skills to enable them to adapt and respond creatively to the changes in new products, services, technology, work roles and settings. Consequently, patterns of training and education should reflect the need for a more flexible working population.
Key skills units are available at Levels 1 to 5 in six different areas:

- application of number
- communication
- information technology
- improving own learning and performance
- problem solving
- working with others.

Centres should note the integral nature of certain key skills to the Level 3 BTEC Foundation Diploma in Art and Design qualification, particularly in the areas of improving own learning performance, working with others and problem solving. These key skills units can be used as targets for attainment, particularly at Level 4 and particularly during the Pathway and Confirmatory stages of the Foundation programme.

Many learners on the Edexcel Level 3 BTEC Foundation Diploma in Art and Design will begin the programme having already attained key skills units at Level 3 as part of their previous study. This prior achievement can be built on through the opportunities for achievement of key skills at Level 4. Learners may also have a range of prior achievements, which can be mapped against key skills attainment and given appropriate credit.

### Criteria for approval

New centres will need to apply for centre approval to offer Edexcel programmes. Approved centres wanting to offer the Edexcel Level 3 BTEC Foundation Diploma in Art and Design need to provide evidence that:

- they have appropriate programme management (as identified above)
- there are appropriate, current and accessible physical resources, and a clear institutional commitment and policy on updating and replacing (where appropriate) key resources
- there is an appropriately qualified programme team with a range of expertise matched to the programme design and learner needs
- there are appropriate formal procedures for programme monitoring, evaluation and review
- the delivery and assessment methods will meet the stated aims of the programme
- there is an appropriate internal verification procedure in place, which displays fitness for purpose
- there is appropriate liaison with providing and receiving institutions and/or employers.

For further details of how to become an approved centre or the application procedures to offer the Edexcel Level 3 BTEC Foundation Diploma in Art and Design, please contact Edexcel’s Customer Services on 0870 240 9800.
Useful publications

Further copies of this document and related publications can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Nottinghamshire NG18 4FN

Telephone: 01623 467 467
Fax: 01623 450 481
Email: publications@linneydirect.com

Related information and publications include:

- *Accreditation of Prior Learning* available on our website: www.edexcel.org.uk
- *Guidance for Centres Offering Edexcel/BTEC NQF Accredited Programmes* (Edexcel, distributed to centres annually)
- key skills publications – specifications, tutor support materials and question papers
- the current Edexcel publications catalogue and update catalogue.

Edexcel publications concerning the quality assurance system and the internal and external verification of vocationally related programmes can be found on the Edexcel website and in the Edexcel publications catalogue.

**NB**: Most of our publications are priced. There is also a charge for postage and packing. Please check the cost when you order.

Professional development and training

Edexcel supports UK and international customers with training related to BTEC qualifications. This support is available through a choice of training options offered in our published training directory or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building key skills into your programme
- building in effective and efficient quality assurance systems.
The national programme of training we offer can be viewed on the Edexcel website (www.edexcel.org.uk). You can request customised training through the website or by contacting one of our advisers in the Professional Development and Training team via Customer Services on telephone 0870 240 9800 (calls may be recorded for training purposes) to discuss your training needs.

The training we provide:

- is active — ideas are developed and applied
- is designed to be supportive and thought provoking
- builds on best practice.
Units
Unit 1: Information and Research in Art and Design (Exploratory stage)

Unit level: 3
Guided learning hours: 60

Unit rationale
Research and information underpin the development of understanding, generation of ideas and personal development in art, craft, design and communication. You will research the possibilities within the materials, techniques and processes available to you and record this information for reference. You will be encouraged to research contemporary, historical and cultural contexts and precedents and to begin to relate your own emerging practices to others’ work. The unit also introduces you to the attitudes and processes that will enable you to foster your own creativity and engage in self-reliant learning.

This unit will be assessed against the unit criteria through your portfolio.

Assessment criteria
To achieve this unit you must include in your portfolio evidence that you are able to:

• clarify, plan, carry out and record thorough research from a broad and pertinent range of sources
• suspend judgement in order to open out the field of enquiry into the unfamiliar
• analyse, critically review and communicate attitudes, achievements, methods and findings
• seek out and use advice to support the development of your full potential.

Assessment evidence
Work for this unit will typically consist of:

• investigations into materials, techniques and processes, for example sketchbooks, research journals, notebooks, visual development sheets, electronic records, samples and experiments, test pieces, maquettes
• deconstruction and reconstruction of ideas, products and texts, for example personal enquiry, critical investigation and case studies relevant to your work
• analysis and critical review, for example personal reflective journal, annotations, reports, records from critiques, tutorials and visits.
## Unit content

<table>
<thead>
<tr>
<th>Knowledge and understanding:</th>
<th>Practical skills:</th>
<th>Personal competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• visual and textual research techniques</td>
<td>• applying research techniques in academic and practical settings</td>
<td>• identifying how to develop creativity by taking risks</td>
</tr>
<tr>
<td>• an increasing range of art, craft, design and communication and associated working processes</td>
<td>• applying working processes to create work and generate ideas</td>
<td>• identifying how to get results through building self-confidence</td>
</tr>
<tr>
<td>• how to exploit the potential of materials, techniques and processes</td>
<td>• applying personal development skills.</td>
<td>• ability to review and analyse personal progress and to respond to the critical reviews from others.</td>
</tr>
<tr>
<td>• how to develop own skills and learning.</td>
<td></td>
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</tr>
</tbody>
</table>
Unit 2: Recording and Responding in Art and Design (Exploratory stage)

Unit level: 3  
Guided learning hours: 60

Unit rationale

In this unit you will be encouraged to develop skills in observing, recording and documenting what you see, hear, think and feel and then to take this information to develop it into new and unfamiliar areas. You will learn to recognise the importance and functions of drawing in its widest sense by critically reviewing how it feeds the creative process across the disciplines of art, craft, design and communication.

Your responses will be to the initial stimulus of primary source material and then to the secondary sources and ideas generated by observation, recording and documenting.

This unit will be assessed against the unit criteria through your portfolio.

Assessment criteria

To achieve this unit you must include in your portfolio evidence that you are able to:

- record animate and inanimate life, the environment, ideas and creative solutions
- analyse and review own experience and given objectives as a means of stimulating a personal response
- create a personal response to observations, feelings, situations, events, others, work and set objectives
- maintain records of own skills development and working methods.

Assessment evidence

Work for this unit will typically consist of:

- records of exploratory work in an appropriate format, for example sketchbooks, research journals, notebooks, visual development sheets, drawings, electronic records, samples and experiments, test pieces, maquettes
- extended personal response, for example preparatory and presented work in response to given stimulus or briefs
- records of working methods, for example research journal/file, annotations, records from tutorials and skills workshops.
## Unit content

<table>
<thead>
<tr>
<th>Knowledge and understanding:</th>
<th>Practical skills:</th>
<th>Personal competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• potential of source material in the development of creative records and responses</td>
<td>• developing skills in selecting appropriate media to record responses</td>
<td>• exploring ways of recording and documenting through observation</td>
</tr>
<tr>
<td>• components and power of visual language and communication</td>
<td>• developing skills in using visual language to communicate</td>
<td>• exploring ways of generating, managing and developing new ideas and concepts</td>
</tr>
<tr>
<td>• potential of oral and written language</td>
<td>• developing skills in using words to communicate.</td>
<td>• continuous critical review and analysis.</td>
</tr>
<tr>
<td>• personal development techniques.</td>
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</tr>
</tbody>
</table>


Unit 3: Media Experimentation in Art and Design (Exploratory stage)

Unit level: 3
Guided learning hours: 60

Unit rationale

In this unit you will carry out extensive experimentation in order to explore the potential and limitations of a variety of media. Media experimentation is an essential component of art, craft, design and communications work. It may range from traditional media through to those found in contemporary work. You are encouraged to recognise the intrinsic formal qualities of different media as essential elements in visual communication and to build relationships between theory and practice.

This unit will be assessed against the unit criteria through your portfolio.

Assessment criteria

To achieve this unit you must include in your portfolio evidence that you are able to:

- carry out wide-ranging experimentation with traditional and contemporary media
- analyse, identify and present the potential and limitations of media for creating ideas and developing solutions
- recognise the characteristics, features and uses of a wide range of traditional and contemporary media
- manipulate media, tools and technology safely, using suitable techniques and processes.

Assessment evidence

Work for this unit will typically consist of:

- records of experimentation and technical information across a wide range of media in an appropriate format, for example studies, samples, test pieces, models, animations, printouts, electronic records such as online portfolios and digital images
- in-depth experimental work and presented outcomes, for example single or multidimensional, mixed media or multimedia, static, space, form and time.
## Unit content

<table>
<thead>
<tr>
<th>Knowledge and understanding:</th>
<th>Practical skills:</th>
<th>Personal competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• media and associated techniques and technology</td>
<td>• developing skills in working with a range of media and associated techniques and technology</td>
<td>• managing and developing self by beginning to identify and focus on preferences</td>
</tr>
<tr>
<td>• working processes and related technical information</td>
<td>• developing skills in selecting and applying suitable working processes</td>
<td>• establishing an ongoing commitment to developing creativity</td>
</tr>
<tr>
<td>• potential within a range of media and associated techniques and technology</td>
<td>• applying personal development techniques</td>
<td>• managing and developing improving skills to exploit the potential of ideas through selection and reflective practice</td>
</tr>
</tbody>
</table>
Unit 4: Information and Interpretation in Art and Design (Pathway stage)

Unit level: 3
Guided learning hours: 60

Unit rationale

This unit will enable you to develop your critical understanding of contemporary, historical and related contexts in relation to your preferred specialist area. Creative practitioners use their understanding of the contemporary visual world and their awareness of historical developments to inspire and inform their work. You will continue to develop this awareness and be able to use it in your own creative intentions in preferred specialist areas. Recorded personal reflection on this critical understanding will allow you to address issues within art, design, craft and communication media.

This unit will be assessed against the unit criteria through your portfolio.

Assessment criteria

To achieve this unit you must include in your portfolio evidence that you are able to:

• explore and explain others’ work, in terms of visual and/or textual language, characteristics, content and meaning
• draw on others’ work as inspiration and reference when developing your own ideas and solutions
• analyse and critically review others’ work to create a personal response in terms of interpretation of ideas, feelings and information.

Assessment evidence

Work for this unit will typically consist of:

• visual/textual references in an appropriate format, for example reference file, research journals, sketchbooks, notebooks, research sheets
• in-depth enquiry, for example case studies, essay, personal study, critical investigation, personal response, seminar paper, video presentations or performance
• critical review and analysis, for example research journal/file, annotations, illustrated essays/reports, records from tutorials, critiques, presentations and seminars.
## Unit content

<table>
<thead>
<tr>
<th>Knowledge and understanding:</th>
<th>Practical skills:</th>
<th>Personal competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• range of art, craft, design and communication practice</td>
<td>• developing skills in recognising art, craft, design and communication work</td>
<td>• gaining confidence in thinking and taking decisions</td>
</tr>
<tr>
<td>• communication through visual language and words</td>
<td>• applying visual and textual language skills to researching others’ work</td>
<td>• practising techniques involved in getting results</td>
</tr>
<tr>
<td>• analysis and evaluation techniques.</td>
<td>• developing skills in applying analytical and evaluative skills to own and others’ work.</td>
<td>• ability to conduct critical review and analysis and respond to others’ review and analysis.</td>
</tr>
</tbody>
</table>
Unit 5: **Personal Experimental Studies in Art and Design (Pathway stage)**

**Unit level:** 3  
**Guided learning hours:** 60

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**Unit rationale**

In this unit you will learn how to bring together your skills in working with media and techniques with your ability to select research methods and processes and apply your understanding of the creative process. The work that you produce will continue to challenge your preconceptions and visual awareness. It is expected that continuous reflection will enhance this developing practice. Creating successful art, craft, design and communication work involves a selective synthesis of skills, processes and understanding.

This unit will be assessed against the unit criteria through your portfolio.

**Assessment criteria**

To achieve this unit you must include in your portfolio evidence that you are able to:

- carry out radical and extensive experimentation with chosen specialist media, techniques and processes
- enhance your awareness of your own creative intentions when researching ideas
- apply understanding when selecting and prioritising approaches to meet identified objectives
- outline and propose effective plans for making work
- take an increasingly independent role in developing skills and realising final work.

**Assessment evidence**

Work for this unit will typically consist of:

- proposals for in-depth experimental work within chosen pathway/s, including aims, objectives and deadlines
- records of experimentation within a chosen pathway, in an appropriate format, for example studies, samples, test pieces, models, plans, animations, printouts, digital images or online portfolios
- records of in-depth experimental work, for example preparatory work, studies and final outcomes, self-directed and in response to given briefs
- records of self-development, for example reflective journal, annotations, records from tutorials and peer group discussions.
### Unit content

<table>
<thead>
<tr>
<th>Knowledge and understanding:</th>
<th>Practical skills:</th>
<th>Personal competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• growing understanding of research techniques</td>
<td>• applying research techniques to developing ideas</td>
<td>• maintaining a commitment to developing creativity</td>
</tr>
<tr>
<td>• growing understanding of the potential of visual language</td>
<td>• using visual language and words to communicate intentions</td>
<td>• thinking and taking decisions by identifying personal theories</td>
</tr>
<tr>
<td>• growing understanding of how to select media and associated techniques and technology.</td>
<td>• applying understanding of chosen media to selecting and using suitable working processes</td>
<td>• achieving results through determination and application.</td>
</tr>
<tr>
<td></td>
<td>• using critical review and analysis to push ideas forward.</td>
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</tr>
</tbody>
</table>
Unit 6: Extended Media Development in Art and Design (Pathway stage)

Unit level 3
Guided learning hours: 60

Unit rationale

In this unit, you will extend your ability to develop ideas and solutions. You will continuously extend the ways in which you exploit the characteristics and properties of chosen media. The nature of media has an influence on people's appreciation of the form, nature and function of images and objects.

This unit will be assessed against the unit criteria through your portfolio.

Assessment criteria

To achieve this unit you must include in your portfolio of artwork, evidence that you are able to:

• research, review and select media to suit your creative intentions
• understand, exploit and extend the potential and limitations of selected media in your own work
• combine and manipulate media, techniques and technology to achieve inspired outcomes
• extend understanding and discover technical awareness
• analyse and critically review the technical and aesthetic qualities of your developmental work.

Assessment evidence

Work for this unit will typically consist of:

• records of research into selected media in an appropriate format, for example studies, samples, test pieces, models, animations, DVDs, CD ROMs, printouts and digital records
• in-depth and wide-ranging developmental work with a preferred range of media, for example preparatory work, final outcomes
• analysis and evaluation, for example reflective journal, annotations, reports, records from tutorials and critiques.
<table>
<thead>
<tr>
<th>Knowledge and understanding:</th>
<th>Practical skills:</th>
<th>Personal competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• growing understanding of the potential of chosen media and associated techniques and technology</td>
<td>• applying understanding of chosen media to creating effective outcomes</td>
<td>• developing creativity by exploring alternative ideas and contexts</td>
</tr>
<tr>
<td>• growing understanding of research techniques</td>
<td>• applying research techniques to developing ideas</td>
<td>• thinking and taking decisions about an increasing range of alternatives</td>
</tr>
<tr>
<td>• growing understanding of how to develop own skills.</td>
<td>• using visual language and words to communicate intentions</td>
<td>• getting the results by testing personal theories</td>
</tr>
<tr>
<td></td>
<td>• using personal development techniques.</td>
<td>• managing and developing self on ongoing basis.</td>
</tr>
</tbody>
</table>
Unit 7: Preparation and Progression in Art and Design (Pathway stage)

Unit level: 3
Guided learning hours: 60

Unit rationale

This unit will enable you to spend time analysing your interests and ambitions, evaluating skills, investigating directions to pursue and preparing for interview. The opportunity for you to identify future aims and possible progression routes is a significant component of the qualification. Identifying a personal direction within the breadth of current creative practice is a self-revelatory process which requires time for personal and reflection shared with peers and tutors. The skills you learn in this unit are able to be transferred to meet your progression needs.

This unit will be assessed against the unit criteria through your portfolio.

Assessment criteria

To achieve this unit you must include in your portfolio evidence that you are able to:

- identify progression aims and opportunities that match your own interests and aspirations
- prepare information to suit your progression needs
- select, organise and prepare work for presentation using appropriate techniques and sequencing
- present yourself and your work to others.

Assessment evidence

Work for this unit will typically consist of:

- a portfolio of artwork suitable for progression, with supporting developmental material
- records of self-evaluation and progression opportunities in an appropriate format, for example journal, annotated prospectuses, records from tutorials and visits to studios/courses
- supporting information, for example CV, UCAS personal statement, letter of application (paper based or electronic)
- records of critical interaction with others as written feedback, for example mock interview, witness statement by tutor, audio/video recording.
<table>
<thead>
<tr>
<th>Knowledge and understanding:</th>
<th>Practical skills:</th>
<th>Personal competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understanding of how to use available information and research techniques to identify progression aims</td>
<td>• application of research techniques to identifying potential progression routes</td>
<td>• managing and developing self in line with identified progression aims and aspirations</td>
</tr>
<tr>
<td>• understanding of how to use analysis and evaluation to select suitable progression routes</td>
<td>• application of analytical and evaluative skills to selection and preparation for progression</td>
<td>• thinking and taking decisions on the basis of thorough research</td>
</tr>
<tr>
<td>• understanding of how to use personal development techniques to support progression ambitions.</td>
<td>• applying self-development skills new opportunities.</td>
<td>• making informed choices to achieve results by accessing and interpreting available information.</td>
</tr>
</tbody>
</table>
Unit 8: Integrating Theory and Practice in Art and Design (Confirmatory stage)

Unit level: 4
Guided learning hours: 90

Unit rationale

In this unit you will develop your creative and technical skills by extending your experience and understanding of a chosen specialist area in art, craft, design and communication through the completion of a self-initiated final major project. It is expected that you will demonstrate your ability to manage your personal learning and development to help you to achieve your progression ambitions. This will involve researching and discussing in written and visual form your understanding and insight into those aspects of contemporary and historical practice which relate most closely to your own creative intentions and preferred contexts.

Before embarking on the final major project you will write a Statement of Intent which will set out what you intend to do and how you intend to achieve it.

This unit is inextricably linked to Unit 9: Personal Confirmatory Study in Art and Design.

Assessment criteria

To achieve this unit you must include in your portfolio evidence that you are able to:

- produce a self-initiated Statement of Intent to form the basis of your FMP
- develop and integrate practical skills and technical understanding within a chosen specialism
- apply experience, skills, practical and contextual understanding when creating solutions to problems within a chosen specialism
- manage a time-constrained project from concept to completion
- maintain an ongoing commitment to continuous improvement and personal development.
**Assessment evidence**

Work for this unit will typically consist of:

- self-identified Statement of Intent, including aims, objectives and deadlines
- records of skills development in an appropriate format, for example developmental work, experimentation, samples, test pieces, feedback from tutorials, witness statements by tutors, research information including the progressive development of a bibliography
- application of skills in a chosen specialist area, for example research, developmental and final work
- application of knowledge and understanding of aspects of professional practice and how these relate to your own work, for example case studies, critical investigation, dissertation, research journal, critical review.
## Unit content

<table>
<thead>
<tr>
<th>Knowledge and understanding:</th>
<th>Practical skills:</th>
<th>Practical competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>extending understanding of the use of research techniques and working processes to develop ideas and realise outcomes</td>
<td>extending own skills</td>
<td>managing and developing self through bringing together experience and understanding</td>
</tr>
<tr>
<td>extending understanding of media, techniques and technology within an art, craft, design or communications specialism</td>
<td>extending skills in using chosen media to create effective outcomes</td>
<td>developing creativity by challenging conventions</td>
</tr>
<tr>
<td>extending awareness of professional practice within a chosen specialism.</td>
<td>extending skills in using research, analysis and evaluation techniques to develop ideas</td>
<td>thinking and taking decisions to push ideas forward</td>
</tr>
<tr>
<td></td>
<td>extending skills in using visual language and words to communicate intentions.</td>
<td>getting results by consolidating theory and practice.</td>
</tr>
</tbody>
</table>
Unit 9: Personal Confirmatory Study in Art and Design (Confirmatory stage)

Unit level 4
Guided learning hours: 90

Unit rationale

In this unit you will bring together your art, craft, design and communication skills, knowledge and understanding to carry out your final major project. This will involve identifying project objectives and clarifying and agreeing the scope of the work. You will demonstrate the management of your time and resources to achieve a final outcome. A crucial aspect of this unit is the level of critical review and analysis that you engage with on a continuous basis throughout your confirmatory study. You will also demonstrate an understanding of communicating to different groups, for example peers and tutors, the external examiner and the visitors viewing the final show.

This unit is inextricably linked to Unit 8: Integrating Theory and Practice in Art and Design.

Assessment criteria

To achieve this unit you must include in your portfolio evidence that you are able to:

- develop your FMP to meet the unit criteria at a minimum Pass level, enabling your skills to be clearly demonstrated
- research, plan and manage your FMP effectively to produce a finished piece of work/s
- create, develop and realise a final outcome within the time available
- select, organise and prepare your personal confirmatory study in a professional manner
- display and present your personal confirmatory study in a professional manner
- evaluate your working methods and outcomes, identifying opportunities for additional development and improvement.
Assessment evidence

Work for this unit will typically consist of:

- records of negotiating and managing the project in an appropriate format, for example sketchbook, notes, personal reflective journal, records from tutorials and critiques
- a significant body of work, for example research showing a range of ideas, developmental work, final outcome
- supporting statement, for example written, illustrated, DVD/CD ROM
- records of the planning leading towards the display and of the final presentation.
## Unit content

<table>
<thead>
<tr>
<th>Knowledge and understanding:</th>
<th>Practical skills:</th>
<th>Personal competencies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- extending understanding of the use of analysis and evaluation to develop ideas and realise effective outcomes</td>
<td>- synthesising skills in using research techniques, visual, oral and written language and chosen media to develop ideas and present outcomes</td>
<td>- managing and developing self</td>
</tr>
<tr>
<td>- extending understanding of working processes to negotiate and work on a major project and manage a portfolio for assessment</td>
<td>- extending skills in analysis and evaluation to create effective work</td>
<td>- developing creativity within a chosen context</td>
</tr>
<tr>
<td>- extending understanding of communicating with different audiences.</td>
<td>- extending skills in working processes.</td>
<td>- thinking and taking decisions to realise effective outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- getting results through ongoing commitment and effective time management.</td>
</tr>
</tbody>
</table>
## Confirmatory stage grading criteria

<table>
<thead>
<tr>
<th>Unit 8</th>
<th>To achieve a pass grade the evidence must show that the learner is able to:</th>
<th>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</th>
<th>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>produce a self-initiated Statement of Intent</td>
<td>M1 initiate and explore opportunities for media research and experimentation in the development of ideas which express personal response</td>
<td>D1 demonstrate a systematic, imaginative and flexible approach to media research and experimentation in devising an individual solution to problems and realising their full potential for development</td>
</tr>
<tr>
<td>P2</td>
<td>develop and integrate practical skills and technical understanding within a chosen specialist pathway</td>
<td>M2 demonstrate commitment to the final major project through problem-solving and time management</td>
<td>D2 understand and consistently resolve problems from concept to realisation through technical understanding and the inventive use of appropriate materials, procedures and technologies.</td>
</tr>
<tr>
<td>P3</td>
<td>apply experience, skills and understanding when creating solutions to problems within a chosen specialist pathway</td>
<td>M3 demonstrate a good level of skills in working practices through the exploration of ideas in the use of appropriate materials, procedures and technologies demonstrating a high level of critical review and analysis.</td>
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<tr>
<td>P4</td>
<td>manage a time-constrained project from concept to completion</td>
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<tr>
<td>P5</td>
<td>maintain commitment to continuous improvement and personal development.</td>
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<tr>
<td>Unit 9</td>
<td>To achieve a pass grade the evidence must show that the learner is able to:</td>
<td>To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:</td>
<td>To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:</td>
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<tr>
<td>P6 research and negotiate a project brief which enables their skills to be clearly demonstrated</td>
<td>M4 manage efficient and selective research into the working processes required to produce a project portfolio for assessment</td>
<td>D3 demonstrate an independent and significant contribution to the learning process, showing initiative and independence</td>
<td></td>
</tr>
<tr>
<td>P7 plan and manage their own project to produce a finished piece of work/s</td>
<td>M5 manage a personal synthesis of wide-ranging research, communicating informed and reflective perceptions</td>
<td>D4 demonstrate good use of analysis, evaluation and judgement in the development of ideas throughout the major project</td>
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<tr>
<td>P8 create, develop and realise a final outcome within the time available</td>
<td>M6 translate problems from conception to realisation to demonstrate the ongoing personal development of creativity within a chosen context through the application of decision making and continuous review and analysis.</td>
<td>D5 demonstrate self-critical awareness in the development of inventive and distinctly personal ideas throughout the major project.</td>
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<td>P9 select, organise, prepare and display their FMP in a professional manner</td>
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<tr>
<td>P10 evaluate their working methods and outcomes, identifying opportunities for additional development and improvement.</td>
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</tbody>
</table>
Annexe A

QCA codes

The QCA National Qualifications Framework (NQF) code is known as a Qualification Accreditation Number (QAN). This is the code that features in the DfES Funding Schedules, Section 96 and 97 and is to be used for all qualification funding purposes. Each unit within a qualification will also have a QCA NQF unit code.

The QCA qualification and unit codes will appear on the learner’s final certification documentation.

The QAN for this qualification is:

Edexcel Level 3 BTEC Foundation Diploma in Art and Design  500/2718/9

These qualification titles will appear on the learners’ certificates. Learners need to be made aware of this when they are recruited by the centre and registered with Edexcel. Providing this happens, centres are able to describe the programme of study leading to the award of the qualification in different ways to suit the medium and the target audience.