

Pearson Higher Nationals in

Art & Design

PEARSON-SET THEME & TOPIC RELEASE

UNIT: 3 Individual Project - Theme and Topic Release 2017

For use with the Higher National Certificate and
Higher National Diploma in Art & Design

First teaching from September 2017

Applies to the delivery of the unit: 1st September 2017 - 31st August 2018

Issue 2



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1.1 Introduction to theme

The Pearson-set theme for use with Unit 3: Individual Project is

Art & Design as public engagement

Art & Design play a key role in the cultural landscape of our lives. Through the work of artists and designers, our lives are enhanced via the clothes we wear, the spaces we inhabit, the visual culture that surrounds us, and in myriad of ways that contribute to our understanding of ourselves and others.

While education and training in art & design creates opportunities for individuals, through employment and personal exploration, the potential for anyone to engage in the processes of art & design are increasingly seen as having wider social benefits. Many artists and designers use the process of public engagement to further their own artistic exploration, but also to help others in exploring personal, social and political issues.

This unit will enable students to explore ways that their work, in art & design, may play a role in the lives of others. Central to this is the question of *impact*. How does the work of an individual artist or designer impact on the lives of others? How can engagement with the art & design process impact on the those who participate? Through the development of work that responds to the theme, students will consider methodologies, processes and outcomes that engage the public.

1.2 Topic Selection

Tutors must choose one topic from the list provided below and decide which type of project is most suitable for research-based assignment. All students must complete the same topic and project chosen by the tutor. However, if delivering to different cohorts of students then tutors may select a different topic and design a different project for each cohort.

The Sample Assessment Material (SAM) document for Unit 3: Individual Project, provides additional support and guidance for both tutors and students

Theme: Art & Design as Public Engagement

Topics:

1. Community
2. Expression
3. Connecting
4. Resolving

The Topics, for Unit 3: Individual Project, are intended to be open to interpretation by tutors, in developing a project that relates to the Theme. In selecting a topic, tutors should consider the ways that the topic further focuses the potential for students to engage with the theme. It is important that the project design encompasses both the theme and topic, and that students are supported to make clear connection between these.

1.3 Choosing a project type

You will need to devise a project brief for the student to follow in completion of the assignment for this unit.

The type of project chosen for the selected topic should allow for a sufficient degree of research through the existence of adequate background materials and allow for the depth and breadth of study suitable for a level 4 qualification.

Guidance for tutors is available in the Pearson-set Sample Assessment Material (SAM) for Unit 3: Individual Project. This provides a range of project types and examples that could be utilised for a project. The project types provided are not exhaustive or mandatory and we do encourage tutors to be innovative with their ideas.

Please note that if reasonable adjustments are necessary to meet a specific individual student's needs you are able to adjust internal assessments to take this into account. Any adjustments must be considered in relation to the centre's policies on equality & diversity and student support.

Further details on how to make adjustments for students with protected characteristics are given in the document '*Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*' available on our website (<http://qualifications.pearson.com>).

1.4 Project Evidence / Outcomes

It is important to recognise that project work is reliant on gathering of information/data, or the production of material, that can be analysed and interpreted. The scale of the project means that there must be time for both primary and secondary research, as well as the production of suitable art & design development work. An advised model would be to use secondary research to provide a context for the student to conduct and interpret primary data collection or the production of initial art/design development work. The project could then yield data/information or art/design outcomes that could be compared/interpreted in relation to the findings of secondary research. Where the project may lead to design propositions or forms of art & design output (eg. drawings, models, audio/video, artefacts,

etc) the students' outputs should be clearly based on the outcomes of their primary and secondary research and art/design development work.

In assessing the project, the assessor should be able to see:

- how project objectives have been met;
- how students have explored the research material relevant to the project objective;
- how students have developed and formulated their outcomes;
- answers to the central questions posed by the objectives;
- what the student has learned in carrying out their project.

An important part of the conclusion must be an awareness of the significance of results. Well edited, focused writing and presentation; where the key decisions, developments, lines of argument and salient research are explained succinctly, is preferable to unstructured writing and presentation where little attempt to select or edit material has been made.

It is important to recognise that there are many different presentation formats and it is important that students think carefully about the suitability of any presentations for their target audience. Their presentations should be appropriate to the audience, both in terms of the nature and level of material they use and in terms of length. Students should be guided to produce presentations that give a succinct account of the main arguments or developments from their project. The question and answer session should address issues raised by the presentation, but also give students an opportunity to review their work.

Students are to submit a completed technical report as evidence for the unit. Centres are advised that, in addition to their project findings, students should also submit a Project Management Plan, a completed Log book and Performance Review as evidence. **The Project Management Plan** is designed to define how the project is to be planned, executed and monitored. The Project Management Plan should give details of the actions required for the integration and co-ordination of various planning activities to carry out the project. **The Log Book** is designed to provide evidence of the project development process and ongoing reflection. It should provide evidence that the student has thought about the direction of their project and what problems they encountered and steps taken to address them. **The Performance Review** will provide evidence of reflection and evaluation of the project management process and individual performance.

1.5 Employer engagement

It is advisable that centres look at the Pearson-set Assignment as an appropriate unit to embed employer engagement, although this is not a mandatory requirement. Developing and establishing links with employers enhances the teaching and learning experience and improves students' employability. Where possible, identifying links with employers as part of the delivery of the Pearson-set Assignment could lead to enhancing and supporting student learning. Real-life projects provide students with the opportunity to develop and acquire appropriate skills, knowledge and expertise required by employers.

1.6 Sharing of good practice

The Pearson-set Assignment unit will be a sampled unit by the centre appointed External Examiner (EE) as part of the annual Pearson EE centre visit. The focus will be on standardisation of student assessed work and sharing of good practice. The EE will review and identify exemplars in all aspects of good practice. Good practice will focus on current themes that align to QAA Reviews:

- Innovation
- Digital literacy
- Student employability and entrepreneurial skills
- Employer engagement
- Quality of assessment feedback

1.7 Resources and useful links

Suggested resources and links that centres may find useful are shown below. Centres should choose those resources that are relevant for localised use and complement those with additional resources to support independent research in the chosen topic and project type.

Type of Resource	Resource Titles	Links
Useful resources for underlying principles, examples of published reports on Art & Design activities		
Report	Examples of successful public engagement: additional evidence submitted to the Science and Technology Committee	https://www.publicengagement.ac.uk/sites/default/files/publication/nccpe_and_forum_additional_evidence_of_successful_public_engagement.pdf
Journal	<i>Radar: Review/Art/Design/Architecture/Research</i> , University of Huddersfield, V1 N4, 2014	http://eprints.hud.ac.uk/journal/radar/radar%204.pdf
Lecture	Art & Memory: Conflict and Conflict Resolution	http://www.csap.cam.ac.uk/news/article-art-and-memory-conflict-and-conflict-resolution/
Report	The Arts and Conflict Resolution – A Natural Match	https://www.arts.gov/sites/default/files/ArtinPeacemaking.pdf
Website	How Arts and Cultural Strategies Enhance Community Engagement and Participation	https://www.planning.org/research/arts/briefingpapers/engagement.htm
Report	Power to the People: Street Art as an Agency for Change	http://conservancy.umn.edu/bitstream/handle/11299/133428/Gleaton,%20Kristina%20MLS%20Thesis.pdf;sequence=1
News	Open Art: why and how should the community participate?	https://www.theguardian.com/culture-professionals-network/culture-professionals-blog/2012/jun/13/open-art-new-curation-fact

Type of Resource	Resource Titles	Links
Report	Re-imagining urban spaces to help revitalise our high streets	https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/5987/2185491.pdf
Useful links for case studies of Art & Design activities.		
Website	Community Arts North West	http://can.uk.com
Website	Arts and Community Cohesion Case Studies	http://www.nottingham.ac.uk/artandhealth/case-studies/case-studies.aspx
Website	Arts Council England	http://www.artscouncil.org.uk/news-and-jobs/case-studies-0
Website	AQ Case Studies	http://www.arts.qld.gov.au/case-studies
Website	National Co-ordinating Centre for Public Engagement - Case Studies	https://www.publicengagement.ac.uk/case-studies
Website	Studio Orta	http://www.studio-orta.com
Website	Design Museum	http://designmuseum.org
Website	Dunne & Raby	http://dunneandraby.co.uk
Website	British Fashion Council	http://britishfashioncouncil.co.uk
Website	Film and Video Umbrella	http://www.fvu.co.uk

The Sample Assessment Material (SAM) for Unit 1: Individual Project should be read in conjunction with the theme and topic release. It provides advice and guidance for both tutors and students.

For any further additional support or queries regarding this document, please email btecdelivery@pearson.com.