

Unit 9: Professional Practice in Art and Design

NQF Level 3: BTEC National

Guided learning hours: 60

Unit abstract

Professional practice is an essential aspect within the fields of art, craft and design. Issues relating to health and safety, effective communication, time management, legislation and setting clear aims are all covered under this heading. Practitioners need to be aware of constraints and relevant rules that affect the production of art, craft and design work. In many situations being able to manage these factors is the key to producing successful outcomes.

In this unit learners will be provided with source material that explains health and safety requirements that need to be observed in the production of practical work. Learners will also be taught to consider factors such as practical and financial constraints and legal requirements. Through a process of research learners will be encouraged to identify and record how these factors affect the work of artists, craftspeople and designers. Issues such as inclusive design will also be considered.

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

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

Learning outcomes

On completion of this unit a learner should:

- 1 Understand and produce work for art, craft or design briefs
- 2 Be able to observe health and safety requirements
- 3 Understand how legal requirements and constraints affect artists, craftspeople and designers
- 4 Be able to show appropriate standards of professional working practice.

Unit content

1 Understand and produce work for art, craft or design briefs

Understand: eg identify purpose of brief; definition of required product or end result; constraints; originators requirements, such as self, clients, account managers, studio managers and tutors; deadlines; budgets; target groups such as end users, customer or audience

Art, craft or design work: eg client-led design briefs; design proposals; craft proposals; themes or objectives in art

2 Be able to observe health and safety requirements

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

3 Understand how legal requirements and constraints affect artists, craftspeople and designers

Legal requirements: eg copyright laws; methods for protecting intellectual property; designs and patents; consumer protection; equal opportunities; the Disability Discrimination Act (DDA); environmental protection

Constraints: eg technical, such as site restrictions, properties of materials; cost related; choice of materials; methods of realisation; reproduction; construction; installation or production

4 Be able to show appropriate standards of professional working practice

Standards of working practice: eg time management; effective communication; confidentiality; trust and commitment; honesty, respect and courtesy; team working skills; organisation skills; management of own work; adherence to agreed deadlines; appropriate presentation skills

Grading grid

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The criteria for a pass grade describe the level of achievement required to pass this unit.

Grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 produce work for art, craft or design briefs	M1 show skill and purpose in realising a considered response to briefs	D1 show high level of skill and independence in producing an informed outcome. Work will demonstrate comprehension of constraints and these will be addressed in a creative solution
P2 observe health and safety requirements	M2 show a thorough understanding and positive response to observing health and safety	D2 show independence and clarity in identifying risks to self and others, and demonstrate a consistent approach to health and safety
P3 explain how legal requirements and constraints affect artists, craftspeople and designers	M3 show consistent understanding of legal requirements and other constraints	D3 show in depth understanding of a range of legal requirements and constraints
P4 show appropriate standards of professional working practice.	M4 work effectively in a considered and professional way.	D4 show a sophisticated approach to own professional practice.

Essential guidance for tutors

Delivery

Tutors delivering this unit should produce set briefs that stimulate professional practice. The unit gives learners the opportunity to work on client-led briefs, competitions or live projects, where possible. There is also potential for learners to generate practical work in carefully managed group projects. Whichever delivery methods are adopted, learners should be supported by tutors in recognising the key requirements of the brief. Learners will need to be taught how to gather appropriate information from sources in order to succeed in addressing the brief. It is important that learners fully understand what is being asked of them. Learners should record the different stages of the brief and its progress in a file or working journal. This record should highlight specific examples of professional working practices adopted by learners.

Learning outcome 1 can be delivered through the set brief or client-led/live project. Learners should be taught how to listen to the information provided and record it in a coherent manner. They should be encouraged to ask relevant questions to provide further information if required. Learners' study should be structured to provide stages for submission of initial ideas, pitch to client(s), review and evaluation of proposals and so on. Practical work produced for the brief should be appropriately controlled by the tutor(s), to ensure it meets the requirements of the brief.

Learning outcomes 2 and 3 can be delivered through tutor led seminars as well as learners accessing relevant publications or internet sites that explain the responsibilities of artist, craftspeople and designers. Learners should be aware of a wide range of appropriate health and safety legislation. Learners should understand how to work in a professional way. They need to be aware of practical issues relating to the production, delivery and display or installation of practical work.

Learning outcome 3 relates directly to professional responsibilities and the awareness gained in learning outcome 2. Learners may find information gained in source material or suggested reading lists particularly useful. Opportunities exist for a case study approach if desired. For example, learners could devise a series of questions to be used in a face-to-face interview with a practitioner or someone employed in a local gallery/museum. Alternatively, the questions could be submitted to reliable sources as a questionnaire. Where possible, learners' findings should be clearly supported by practical examples.

Learning outcome 4 will involve learners in showing some project management skills. Information gained in learning outcomes 1, 2 and 3 should inform learners' understanding of the key elements of professional working practice. This should then be applied by learners to purposefully support the production of their practical work. Issues of clear communication, time management, effective liaison, respect and courtesy should be evidenced in learners' work and journals. If learners are working in groups they should record the specific qualities they researched and then applied in the project, notably in team working skills.

Assessment

To achieve a **pass** grade, learners must achieve the four pass criteria listed on the grading grid provided.

For P1, understanding of the brief will be basic and practical work produced will meet the requirements of the brief but will be limited.

For P2, health and safety requirements will be observed but will be tutor led.

For P3, understanding shown will be limited and any research undertaken will show little appreciation of how the information can be used.

For P4, professional working practices will be observed, with a basic level of communication. Any information gained in the project will be recorded but acted upon in a limited way only.

To achieve a **merit** grade, the learner must achieve all of the pass grade criteria plus the four merit grade criteria.

For M1, learners will show independence in realising the brief, and skill in responding to identified constraints.

For M2, learners will independently identify and observe health and safety requirements in the production of practical work.

For M3, learners will show a thorough understanding of the effects of legal requirements and how artists, craftspeople or designers have responded to these issues.

For M4, professional working practices will be clearly defined in various stages of the project, and learners will effectively manage their personal work.

To achieve a **distinction** grade, the learner must achieve all of the pass and merit grade criteria plus the four distinction grade criteria.

For D1, learners will show a high level of skill and understanding in identifying the key aspects of the brief. Practical work will be coherent and will fully realise the brief in direct relation to the constraints. Learners' records will show a degree of comprehension that marks the work out clearly from the lower grades.

For D2, learners will demonstrate independence and clarity in identifying and responding to health and safety requirements. Records will be clear and informed.

For D3, learners will demonstrate an in-depth understanding of the effects of legal requirements, and clearly identify examples to support an informed study. The effects will be well documented and effectively communicated.

For D4, learners will demonstrate a high level of sophistication in managing the production of their practical work. Communication with clients/peers will be effectively managed and recorded in a concise and coherent manner. Aspects of professional working practice adopted will be clearly highlighted. Respect, courtesy and purposeful time management will be evidenced in realising the brief.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This specialist unit underpins all units involving a wide range of practical activities in studios and workshops. Learners need to complete this unit before taking specialist *Unit 10: Personal and Professional Development in Art and Design*, which establishes the essentials of professional approach to working as an artist, craftsperson or designer.

Essential resources

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

Indicative reading for learners

Books

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

Eisenman S – *Building Design Portfolios: Innovative concepts for presenting your work* (Rockport Publishers Inc, 2006)

Evans D W – *People, Communication and Organisations* (Prentice Hall, 1990)

Northedge A – *The Good Study Guide* (Open University, 1990)

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

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

Websites

www.a-n.co.uk

The Artists Information Company

www.apd-network.info

Artists Professional Development Network

www.designcouncil.org.uk

Design Council

www.designcouncil.org.uk/inclusive-designresource_studiesindex.html

www.yourcreativefuture.org/crafts/crafts08.htm

<http://inclusivedesign.org.uk>

RSA Inclusive Design

Key skills

Achievement of key skills is not a requirement of this qualification but it is encouraged. Suggestions of opportunities for the generation of Level 3 key skill evidence are given here. Staff should check that learners have produced all the evidence required by part B of the key skills specifications when assessing this evidence. Learners may need to develop additional evidence elsewhere to fully meet the requirements of the key skills specifications.

Communication Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> participating in group discussions on the legal requirements and constraints that affect artists researching health and safety and legal requirements in relation to art, crafts and design synthesising information from research effectively presenting a written account of health and safety and legislative matters that affect artists. 	<p>C3.1a Take part in a group discussion.</p> <p>C3.2 Read and synthesise information from at least two documents about the same subject. Each document must be a minimum of 1000 words long.</p> <p>C3.3 Write two different types of documents, each one giving different information about complex subjects. One document must be at least 1000 words long.</p>

Improving own learning and performance Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • submitting a project proposal or plan in response to a brief • setting targets with timelines • using their plans to produce work within the set time constraints of the activity • reflecting on and recording stages of their learning in a work diary or log • reviewing progress with tutor • evaluating finished work at close of the project. 	<p>LP3.1 Set targets using information from appropriate people and plan how these will be met.</p> <p>LP3.2 Take responsibility for their learning, using their plan, to help meet targets and improve their performance.</p> <p>LP3.3 Review progress and establish evidence of their achievements.</p>
Problem solving Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • demonstrating effective professional practice by producing a practical response to a brief • working as a team to set up an end-of-year exhibition, incorporating their own work • taking account of health and safety aspects and other constraints • devising a range of strategies or options • developing an appropriate plan • reviewing progress • recording the outcome and opinions of target audience • analysing the success or failure of working practices • reviewing the approach. 	<p>PS3.1 Explore a problem and identify different ways of tackling it.</p> <p>PS3.2 Plan and implement at least one way of solving the problem.</p> <p>PS3.3 Check if the problem has been solved and review their approach to problem solving.</p>

Working with others Level 3	
When learners are:	They should be able to develop the following key skills evidence:
<ul style="list-style-type: none"> • working in teams to set up an end-of-year exhibition of work • developing an action plan to identify responsibilities • organising and carrying out tasks, observing health and safety requirements • working co-operatively and checking progress towards given objectives • reviewing and evaluating success of exhibition/ effectiveness in collaborative working. 	<p>WO3.1 Plan work with others.</p> <p>WO3.2 Seek to develop co-operation and check progress towards your agreed objectives.</p> <p>WO3.3 Review work with others and agree ways of improving collaborative work in future.</p>