



Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC Nationals in Art & Design
Unit 6: Managing a Client Brief (31832H)

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Introduction

This report is based on the sixth submission of the externally assessed Unit 6: Managing a Client Brief. It has been written to support centres and assessors in understanding how learners have performed overall in the preparatory and invigilated activities for the individual set task.

The marks have been applied holistically and this is a summary of the student responses for assessment outcomes 1 to 4.

In this unit learners are allocated 10 hours of monitored preparation sessions ahead of 15 hours of supervised assessment.

The general view received from examiners was that quality of entries this year was a little lower than seen previously. This was evident across all assessment outcomes, but particularly AO2. We feel learners could take better opportunity of how they use the number of allocated slides and speaker notes. Often slides dwell too much on research and there is a lack of visual response, with very little visual engagement, and few visual options considered. Some submissions were predominantly text heavy slides, which isn't appropriate for such a visual and practical subject. Slide notes are often wasted, regurgitating slide content and stating the obvious, such as descriptions of what is on a slide rather than additional information to support the content of the slide. It is generally agreed that there needs to be more focus on the visual development of creative ideas, and this would improve learner performance in AO2.

There were some admirable attempts with the engagement of secondary research sources and most learners were resourceful and demonstrated a good ability to extract relevant information from their findings.

Most learners presented a final design in an appropriate format and with a good standard of visual communication. Many learners also produced some evidence of practical representations for AO3 such as a maquette, model, or prototype.

There were some examples of presentations containing far too much text and limited visual representation. As the outcome for this assessment is an art and design proposal which we expect to be largely visual, this limited marks for AO2 and AO4.

All learners' proposals evidenced positive engagement with The Reading Agency as a client and the World Book Night theme. Some learners were also able to use the theme in an insightful and imaginative way and most learners were able to make consistent links to the client and the chosen client brief.

Introduction to the Overall Performance of the Unit

This is a 120 GLH unit, therefore all mandatory unit content must be delivered prior to learners undertaking this external assessment. As this unit is only studied and assessed as part of the larger size Tech Level Diploma (720 GLH) and Extended Diploma (1080 GLH) qualifications it is suggested that the skills developed in this unit should be assessed in year 2 of any programme (Page 69 of the Extended Diploma specification).

This unit requires learners to investigate the process of responding to a client brief in the Art and Design sector and applying these skills to develop responses and present solutions in a professionally presented proposal. Where possible, it is good practice to involve employers in the delivery of this unit prior to the external assessment, to ensure learners understand the reality of vocational practice. It is also best practice for learners to undertake professional practice and receive external, professional feedback as if working for a real client.

Learners are allocated 10 hours of monitored preparation sessions ahead of 15 hours of supervised assessment time. Most submissions demonstrated effective use of these allocated hours.

Learners are required to submit a 12 to 15 slide presentation with a maximum of 600 words speaker notes. The guidance for submissions states some suggested yet useful allocations of slides. These are 3-4 slides for research and 7-11 slides for development, with a maximum of 15 slides overall. Most learners used the full allocation of 12 to 15 slides and provided speaker notes inclusive or in a separate document. However, some allocated a limited number of slides to show the development and focused too much on presenting the research findings. Some learners used the guidance within the set task to organise their content, and in these examples, the different stages of the creative process were effectively presented in a logical order. In addition, a minority of learners used the speaker notes effectively to justify the process and decisions made.

There was a good range of client briefs selected and this was positive to observe. Although there is valid improvement of engaging with the client overall, the majority of learners are still presenting their work to their teacher or to the examiner rather than the client. This is a misinterpretation of the set task and inevitably impacted on the awarded marks for assessment outcome 4. For example, using allocated slides to repeat information to the client, about the client, which had already been provided by the client. Centres are advised to remind learners that the presentations are to be wholly aimed towards the client, so they need not explain the obvious or repeat information the client would already know. Much more focus needs to be given to the presentation of creative design solutions, with research specific to these solutions, rather than generic background research about the client.

There was a good range of work submitted across most of specialist disciplines. Fashion, Interactive Media, 3D Design and Graphic Design were the most popular disciplines represented, with Textiles, Fine Art, and Photography in the minority. Some learners had a more multi-disciplinary response, and although this is permitted, learners were not always clear with their intentions presenting a confused response. There has also continued to be a good number of learners choosing the Interactive Design discipline, in particular mobile applications.

There were lots of quite basic/literal interpretations of the client, with the information provided in the paper used as a starting point. Some learners were able to use the initial information provided together independent research to develop more imaginative responses.

The Reading Agency proved to be an engaging client for most, and learners responded very favourably to it. There was a real sense of careful consideration of the choice of client brief. A general trend was to choose a favourite book or genre and these learners were more expansive in their research and tended to have more visual references to inform their ideas.

The majority of learners selected the target audience of 13 to 24-year olds, with the minority selecting adults over 65. Once selected, learners justified their choice well this remained quite focused and consistently referred to. A small minority of learners chose their own target audience, and this impacted on marks overall for all assessment outcomes.

The submissions proposed a wide range of potential outcomes from book inspired garments and accessories, to games and apps, to furniture and to animated promotional light shows. The more successful and confidently refined proposals evidenced learner photographs of trialled materials, made structures, or stages of digitally developed proposals with reflective and evaluative comments within the speaker notes.

It was evident within the submissions that most learners were able to demonstrate the ability to respond to a brief and demonstrate some valid professional practice at this level. In this unit professional practice is defined as:

- Structure of presentation covering all elements within time constraints
- Use of terminology appropriate to the client
- Effective use of visual prompts
- Organise presentation material

Most submissions had valid evidence of effective demonstration of these skills, however, the majority lacked the refinement and consistency of these professional practice skills to achieve marks in the highest mark band. This may be directly as a result of learners perhaps being underprepared for the demands of this unit, for example in the first year of study on a two-year programme.

The importance of presentation skills must not be underestimated. The presentation skills demonstrated in this unit should prepare learners for progression, such as interviews into employment, an apprenticeship or higher education. Centres are advised to ensure learners plan their presentations and speaker notes carefully. Learners should also be encouraged to practice how to select their best work to represent each stage of the activity (e.g., research, development, justifying final ideas and the actual production of the proposal presentation).

The use of text on slides should also be highly considered and used thoughtfully throughout the presentations. In many submissions, much of the text on the slides could have been moved into speaker notes, leaving room for a more exciting visual presentation of ideas.

Learners demonstrated good use of Information Communication Technology (ICT) and clearly had the skills to present their work using appropriate software or collating information via a PDF and this was mostly effective. There is still evidence of some learners not taking time to review,

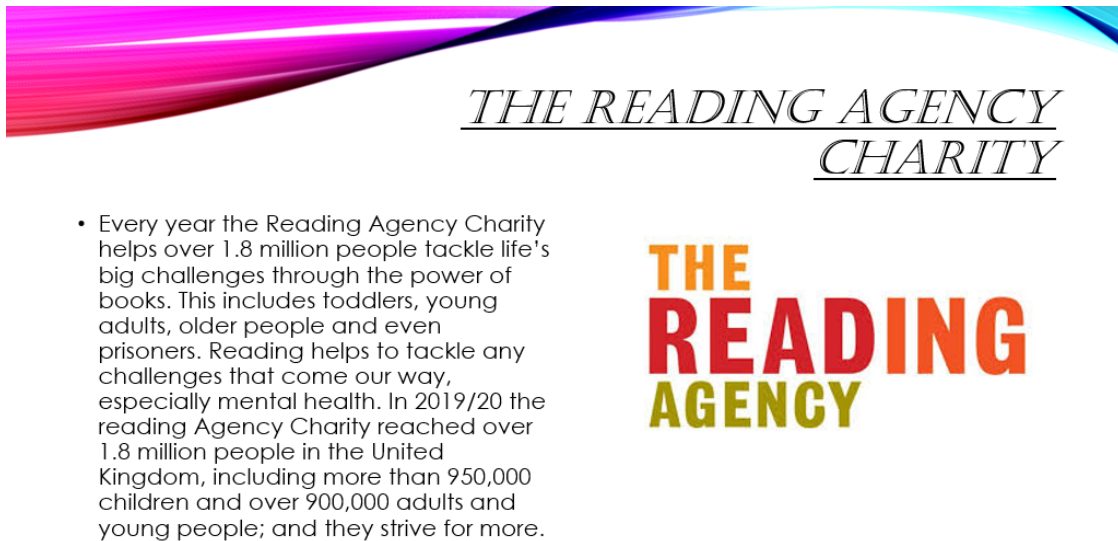
refine or proofread content prior to submission, this sometimes limited achievement in higher mark bands.

When learners planned their presentations and considered the content on each slide, the results were professional and pleasing, and this allowed higher mark bands for AO4 to be awarded. The most successful outcomes were those that had been refined clearly illustrating exciting design ideas.

The Set Task

AO1: Demonstrate ability to select relevant information and material to inform ideas

The aim of this assessment outcome is for learners to effectively interpret a design brief by selecting relevant information from the set task. As with previous papers there is still evidence of learners using some initial slides or pages to reiterate information already given to them. For example:



*THE READING AGENCY
CHARITY*

- Every year the Reading Agency Charity helps over 1.8 million people tackle life's big challenges through the power of books. This includes toddlers, young adults, older people and even prisoners. Reading helps to tackle any challenges that come our way, especially mental health. In 2019/20 the reading Agency Charity reached over 1.8 million people in the United Kingdom, including more than 950,000 children and over 900,000 adults and young people; and they strive for more.

THE READING AGENCY

Learners do not need to reiterate information given to them in the paper. They can instead summarise or use slide headings to capture points which should then direct independent research. For example:



Client:

The Reading Agency's contribution to tackling wellbeing, friendships, loneliness, mental health, and confidence I find very inspiring and encouraging. This has inspired my idea to enhance The Reading Agency into modern day development.

The Reading Agency's main goal is to get people to read, whether that is to battle life struggles, or generally widen their imagination. I aim to support this, and give The Reading Agency a new idea to widen their audiences and get more people engaged in reading.

Flynn_Squirrel_19216

THE READING AGENCY

Organisations:

- Reading Well
- Reading Friends
- Reading Ahead

Charities/Support:

- Age UK
- BBC Radio 2 (world book day)
- Alzheimer's Society
- British Heart Foundation
- etc...

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There has continued to be good use of secondary research sources, however some learners did not really use this to inform their own ideas, but rather imitated existing sources. For example:

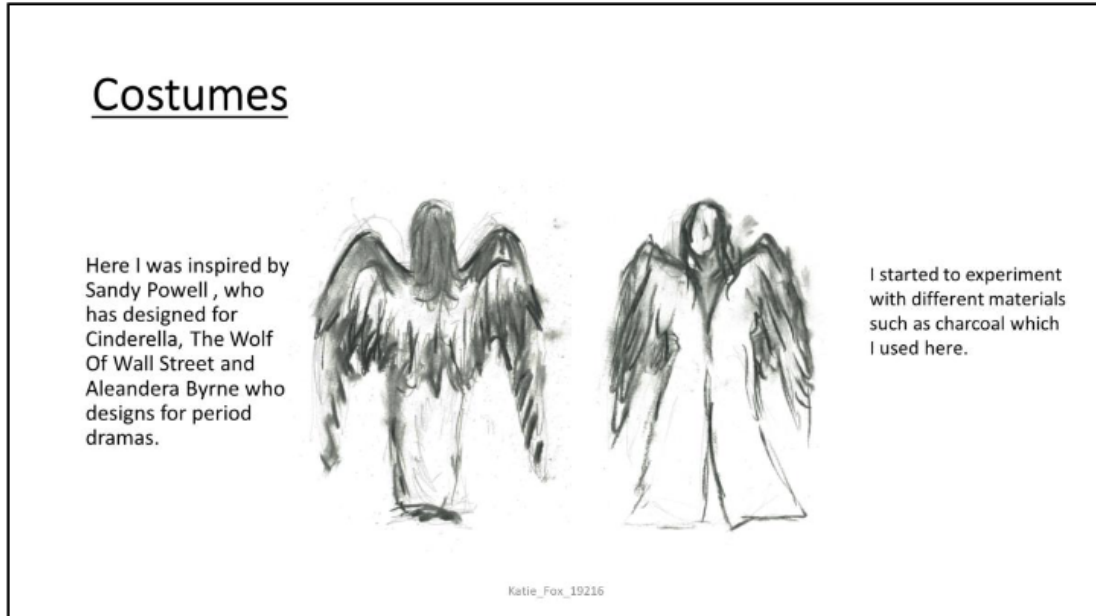


- The idea is to design a hoodie that will have my primary photograph on it. However the photograph will be photo-shopped to make it seem like the boy in the image is hitchhiking in the galaxy and then heat transferred onto the hoodie. The hoodie will get fabric dyed before hand to make it stand out more and intrigue the age group with bright and bold colours, because young people tend to show more interest in attention grabbing colours, rather than simple colours. However it will also be clear that the hoodie is supposed to represent the book because of the galactic like design.



Frequently, research information was focussed on factual information about the client and statistics on the reading habits of the potential client groups. Although this may have been useful for the learners to gain background information and context, this was not always relevant to inform their own ideas.

There was less than expected reference to artists and practitioners that learners used as inspiration. Some learners did this well and this evidence improved marks as learners demonstrated how these sources influenced their own idea development. learners will have used their own initiative to research and use less obvious sources. For example:



‘ I want my costumes to tell a story’ – Powell. This shows the emotion in her designs with her use of shape, texture, material and drama. This also relates to world book night illustrating how costumes can be very thought provoking in setting an atmosphere and emitting emotion.

Information presented on 3 to 4 slides should be well selected and wholly relevant. Annotations and/or speaker notes did not always show how the research will insightfully inform ideas in assessment outcome 2 and were very much descriptive of what was presented on the slides. For example:




Statistics

- 50% of mental health problems are established by the age of 14
- 75% of mental illnesses are established by 24
- 25% of 14 year olds develop OCD
- OCD also stems from people who already had anxiety which effects:
- 13.1% of 17-19 year olds
- 7.5% of 11-16 year olds

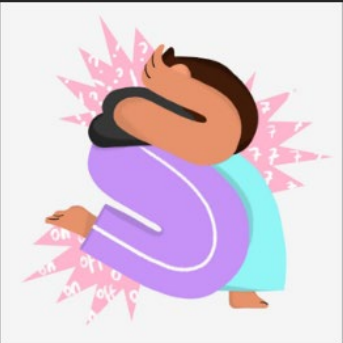

“So many young people go without being diagnosed because of the stigma around mental health or just because they’re scared, and these percentages should decrease if everyone knew how to get help and not be afraid in this society”.

The more successful submissions included visual and contextual research on other artists and designers. This focus on visual content was then taken forward into their presentation in AO4 and clearly informed their development in AO2 and rationale within AO3. Some learners’ enthusiasm for the subject books often showed not only visual research directly taken from book covers but also written content from the book itself to inspire design ideas. For example:

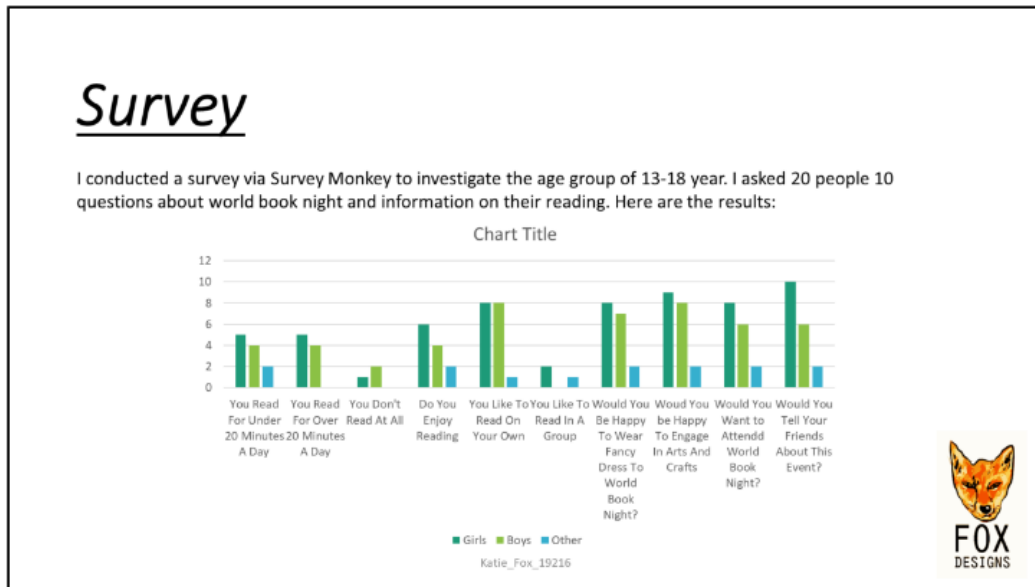
Artist research

 <p>Caique Moretto</p> <ul style="list-style-type: none"> - Thick shapes with bold colours to resemble body parts - Big and chunky shapes could be useful to make a point. 	 <p>Lucas Wakamatsu</p> <ul style="list-style-type: none"> - Similar to Moretto but use of textured brushes to add interest - I will include texture in my work to add depth and personality. 	 <p>Shawn Coss</p> <ul style="list-style-type: none"> - Black and white contrast creates a sinister theme - Experimenting with black and white looks elegant
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Design development

 <p>“I like the repetition of numbers and off and on, I think leaving less negative space would help.”</p>	 <p>“I don’t like how the black outlines are so thick I think it looks better without the black outlines.”</p>	<p>From the feedback I received, next I will work on composition, fonts, and colour schemes.</p>
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Some learners demonstrated much more discrimination in their selection of information and looked beyond the client information that had been provided, focussing on specific references to inform their development stage of their proposal. For example:



Overall, we received a very positive result with 16 out of the 20 people saying that they would be happy to attend world book night. Some of the other questions I asked were regards to reading in general and you can see that there are only 12 people who would say they enjoy reading. This is over half but still not as high as I were expected. But from this research it does show how the engagement such as the arts and crafts and the fancy dress does have a positive impact on the results of the people who don't enjoy reading as much. We will continue to carry out research for world book night as see it as important to understand the minds of this target age group. However, this is evidence to suggest that our plans and ideas for world book night would be a success.

Most learners were awarded in mark band 2 and mark band 3. Most research and demonstrated confidence. In addition, most selection of findings and had relevance to inform ideas developed in AO2. A minority of learners demonstrated exceptional and insightful evidence for this AO.

AO2: Develop design ideas relevant to client brief

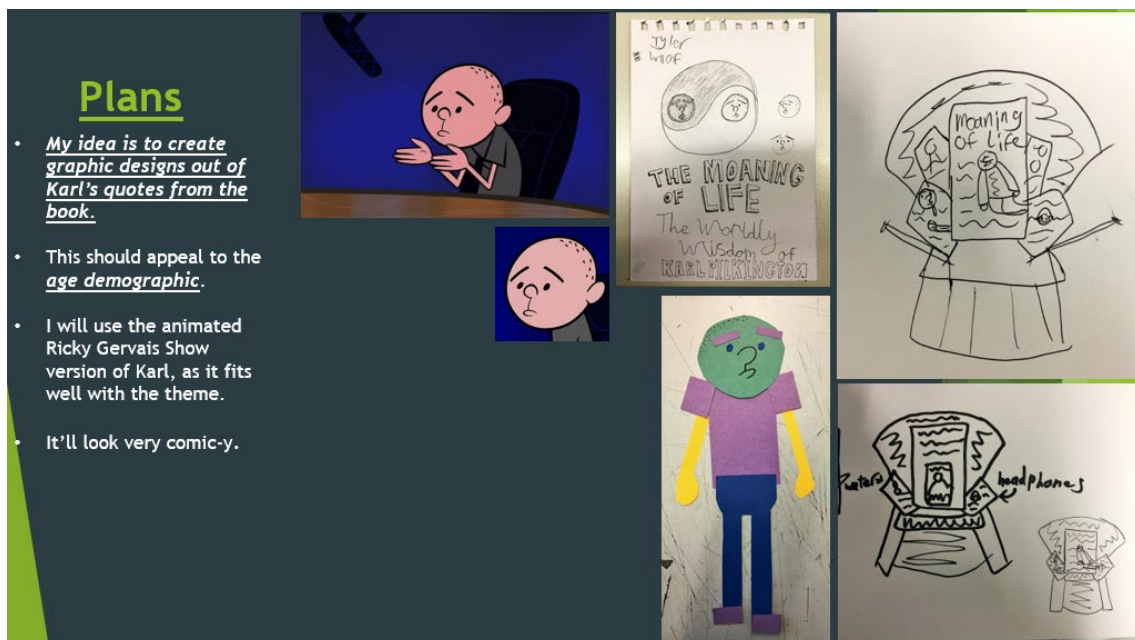
The aim of this assessment outcome is for learners to develop design ideas and present these in the presentation proposal. It is good practice but not mandatory to include more than one idea. As a minimum, one clear idea should be developed to represent the chosen client brief clearly and consistently, the chosen target audience and the chosen discipline.

As in previous papers not all learners submitted sufficient evidence to demonstrate the full development process. Not all development work seems to have been evidenced within the proposal presentations, this may be due to learners not being able to effectively select key pieces of work to include to best represent their development work. This may also be due to too much focus and slides being used for the research in assessment outcome 1.

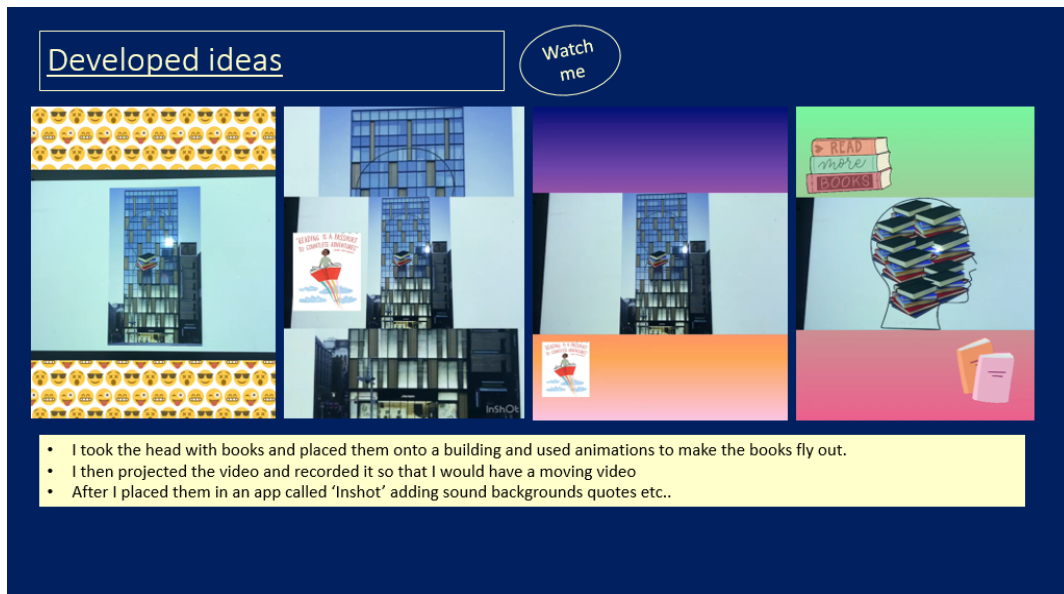
Some learners tended to select one 'idea' and present this rather than show how they developed more than idea in response to their research in and requirements of the design brief.

Some learner's responses also tended to be quite predictable and even looked remarkably close to the original resources from the client, referenced as research ideas.

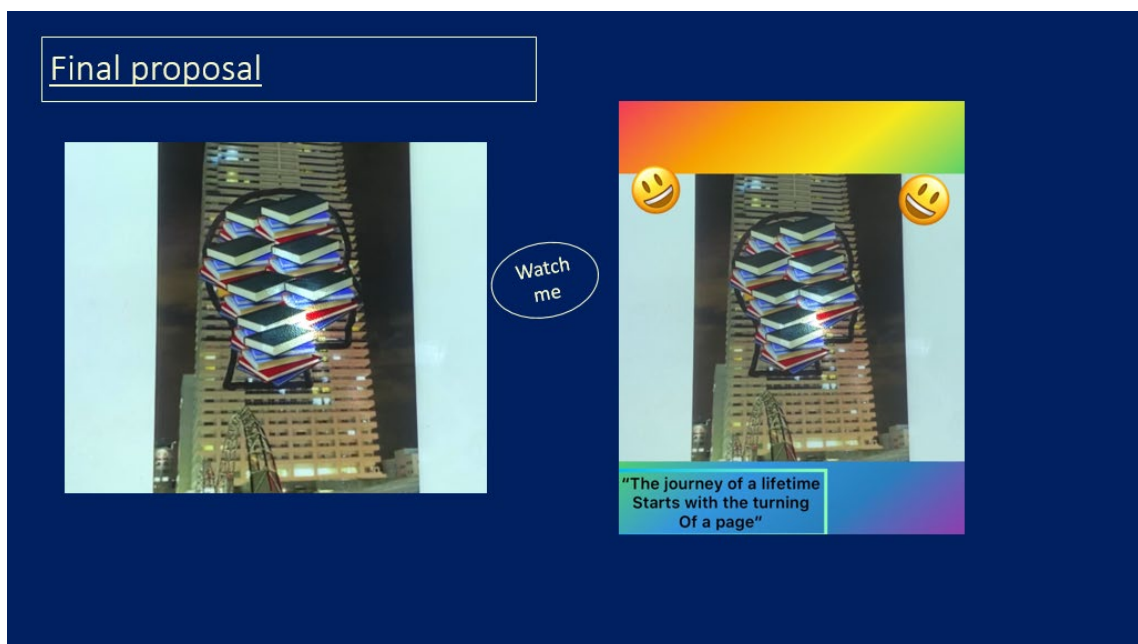
Some proposals included quite a lot of text to represent the development process, and this was not as effective as coming visual reference with text. This assessment outcome is intended to be a visual assessment outcome. For example:



Some learners submitted technical experimentations within their presentations, and this worked well to demonstrate skill development using a range of media.

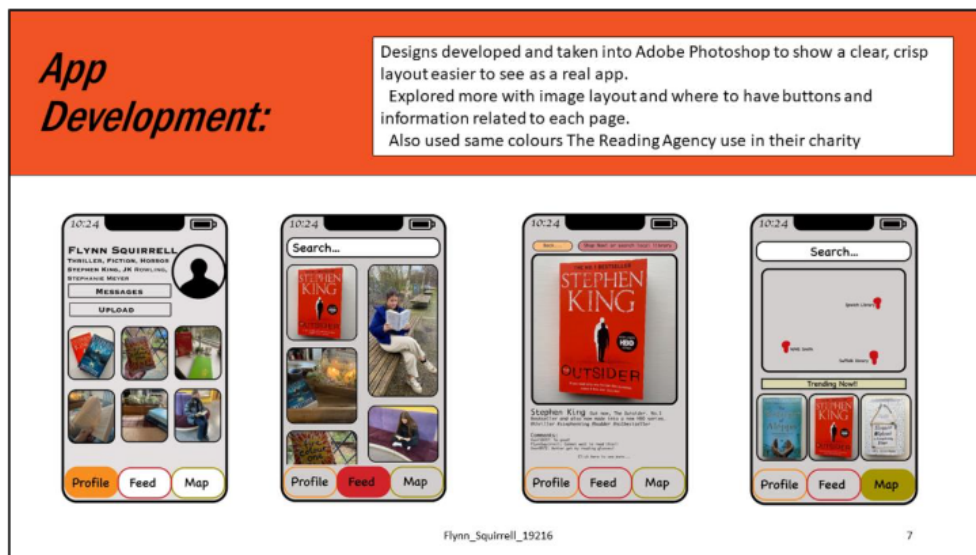


"In this video I have grabbed people's attention because this video has having flying books, stickers colour, quotes and sound. People want to see fast moving videos and I know that people find it interesting. My target audience will be captured with everything that is going on in my videos because it is so diverse and has something for everybody. I will be projecting this video onto a building in a busy city centre to let a wider audience see my video and be able to interact. Also I would want to place this on Facebook as a popup video because my target audience relay on social media and frequently use it".



“This is my visualisation of the final display. This is bright, eye-catching, fun and really captures the sights and sounds of social media. I think this really speaks to the target group and meets what you are looking for in your brief. Thank you for your consideration”.

Some learners presented consistently relevant ideas that had been confidently developed showing an assured use of visual communication. In these examples evidence for development also justified reasons why choices had been made based on the client needs and these flowed clearly from the research in AO1. In addition, information presented on 3 to 5 slides was well selected and wholly relevant to represent thought process as well as the development stages. For example:



I believe my idea suits best to the age group of 13 to 24 year old. The younger ages now have been brought up with technology always being available. Always wanting the latest products or newest phones. They are also the most users of social media, unlike older ages like 65 plus, who are very inexperienced with social media and do not always use or have a smart phone.

Saying this, if an app can inspire younger audiences, then hopefully they would keep the habit of reading their whole lives.

Most learners were awarded in mark band 2 and mark band 3. Development evidence in whatever format (the proposal) was more than basic and showed adequate development with valid links to the research in AO1 (e.g. images, artists, client information). Most learners also demonstrated some competent use of visual communication in relation to their chosen discipline. A minority of learners submitted comprehensive proposals that were fully relevant to the client brief or that demonstrated exceptional use of visual communication.


AO3: Justify the decisions in relation to brief, audience and client demands

The aim of this assessment outcome is for learners to explain the choices they made based on their initial research, development, and final design solution. There should be clear and relevant reasoning directly linked to the requirements of the design brief.

Most learners submitted one, clear, final design solution for AO3, and this was positive to observe. Most also learners attempted to justify the final idea based on the target audience, rather than their chosen client brief. This was mostly valid but not always wholly appropriate. For example:



“After much thought and research into both choices eventually I decided to opt for adults over 65, and there are many key factors to why I stand by my decision, and that is because I believe I can showcase my skills the most attracting an older generation as everything needs to look professional and that is where I thrive. I toyed with choosing young people aged 13-24 but as stated I felt that I had a lot more to offer going with my instinct. As you can see I did some research and discovered this incredible stat that you can see in the bar chart above, personally before I knew this information and someone asked me who prefers the read the news and vies versa I would of said that older people would prefer reading the news because that is the culture that they grew up in. This is something I intent to change with my interactive design”.

Not all learners presented their proposal to the ‘client’ and directly stated their decisions and processes undertaken as if providing a commentary to their idea development approach. For example:



NEXT STEPS


- After finishing editing my photograph on Photoshop, my next steps were to fabric dye a plain white hoodie, using 4 different colours: turquoise, deep purple, pink and green. I have used elastic bands to keep the hoodie in place and the technique I have used is called a spiral tie.

There were some good examples of learners creating a model/maquette, but these were not always presented well. Whilst other learners created a simulation of how their design would look and this was much more effective. For example:



Some learners often just used text to describe their ideas, or the materials used rather than present these visually, or used the speaker notes to describe the information presented on the slides or the processes undertaken. This isn't as an effective presentation of information. For example:



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My initial ideas

Idea 1: Line drawing of Bruno and Shmuel

Idea 2: Portrait of Bruno and Shmuel out of graded pencils

Idea 3: Portraits of Bruno and Shmuel with white roses painted in between them.

"Here are my initial ideas, they all involve different medias like fine line pens, graded pencils and oil/acrylic paints".

Some learners presented a confident final response in an appropriate format that clearly reflected the research and development undertaken. In these examples the speaker notes demonstrated much clearer lines of reasoning that reflected the client needs and audience. For example:

Name (RT)/More about the App:

Expanding on the new organisation name Reading Together

RT

Names are short, catchy, quick, like all other top social media names...

Top social media sites:

- Instagram
- Facebook
- Snapchat
- Twitter
- Pinterest
- YouTube

- The app will allow users to engage with others who have similar interests (favourite authors, books, genres). Letting them comment on one-another's posts, message them, and look at their page to see other posted images.
- Supporting the Reading Together organisation, where others can meet and participate together in reading.
- Following from other successful social medias, having a follow/friend option will allow the users to keep seeing their favourite authors, publisher, or app user's posts more often on their feed page.

... Need to read this! ... this inspires me to read so much!

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I have named the app 'RT', relating to a new organisation I think would match well with The Reading Agency's others, Reading Together. As the app engages people with a huge audience of others, whether those are readers or authors, it brings them 'together' introducing them to so many more people with similar interests.

I also wanted to keep the name short and simple. Top social media sites all include small and catchy names which are not so much real words, for example Snapchat or Instagram, so keeping my app name similar would also make it relatable to the others, making phone users want to download the app.

Most learners were awarded in mark band 1 and mark band 2. Although a final selected idea (from the development in AO2) was clearly presented, most had basic, or some relevance rather than confident justifications of choices made based on the client and / or audience. In addition, there was mainly some connections between the research and development rather than a coherent line of reasoning. A minority of learners submitted comprehensive proposals that were fully relevant to the client brief or that demonstrated exceptional use of visual communication. The guidance of 600 words of speaker notes was not always met but was attempted in some valid format.

AO4: Be able to organise ideas and information for presentation, demonstrating professional practice

The aim of this assessment outcome is for learners to plan and create the presentation making optimum use of the allocated 12 to 15 slides and 600 words of speaker notes. Marks for AO4 were evident across the whole presentation, therefore evidence for AO 1, 2 and 3 also contributed to marks awarded for this assessment outcome.

As with previous papers not all learners grasped the idea that they are supposed to present their proposal to the client. Many simply created a presentation and did not fully demonstrate the defined areas professional practice.

Not all learners provided speaker notes and used the slides / pages to try and condense a lot of text alongside images and this approach wasn't always as effective. For example:

World Book Night
23 April

3856

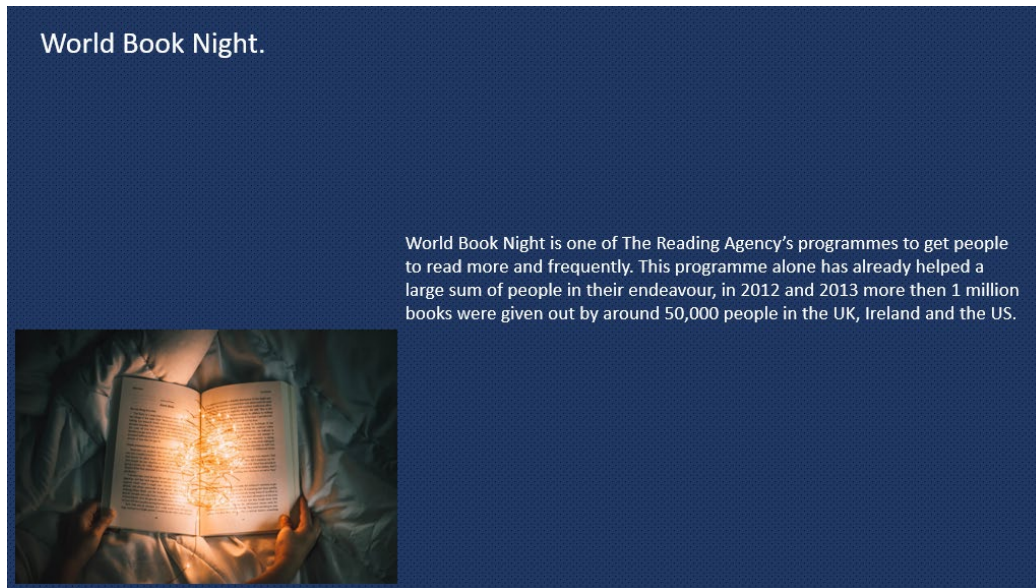
The Boy In The Striped Pyjamas.

This book is about the holocaust. It is told through the eyes of a nine year old son of the commandment at Auschwitz. The nine year old boy is called Bruno. Bruno loves exploring and is having problems at home

On his exploring outings, Bruno meets a young boy and gains a friendship with this boy on the other side of the fence. He visits the boy called Shmuel everyday, and eventually crawls underneath the other side of the fence to help Shmuel search for his missing father which leads to a devastating tragedy.

Little does Bruno know that Shmuel is in a concentration camp.

There were also some limited submissions that shown limited layout design skills. Use of basic templates and basic review/proof reading. Some presentations were considerably basic and demonstrated limited planning with the selection process for content and refinement seemingly lacking overall. For example:



Some learners grasped the idea that they are supposed to present their proposal to the client and their presentations consistently demonstrated this engagement in most parts. For example:



Mental health is a great importance to you and your work thus we did some research into why your avocation to Reading is so beneficial to everyone, but especially to those in the 13-24 year old bracket. Apparently, the '18-25 age range has the highest amount of depression' according to the national institute of mental health. 'Reading as little as six minutes a day can reduce stress levels by 60% by reducing your heart rate, easing muscle tension and altering your state in mind'- mhfengland.org



Most learners provided speaker notes and used the slides / pages to try and lead the audience through their thought process and this was effective. For example:

Target Audience

We will be working for 13- 24 year olds at this event so it is important that we are able to stimulate and entertain them to stop boredom.

This age range is all about finding their own sense of identity and finding themselves as individuals.

Through your different reading challenges such as the annual 500 word completion, you continue to advocate reading in the most exciting and engaging ways. This is very admirable as reading is the perfect escapism for anyone and it can help improve your mental health.

Katie_Fox_19216

Regular readers sleep better, have low stress levels, higher self-esteem, and lower rates of depression than non- readers –www.sacap.edu.za You can clearly see that strong link between reading and a much better mental health. Reading is almost like medicine or a type of meditation, with once you start you will gain from it in the long term. Our team will make sure that this is captured in the event of world book night so the people attending will be enlightened and be able to use their new information in their daily life.

Some learners used background designs within their slides that showed a further understanding of the client’s branding, their mission and purpose, and competent refinement. These examples shown a convincing ability to engage the intended audience. For example:



Most learners were awarded in mark band 2 and mark band 3. Presentations has been purposely collated and were generally or entirely suitable for the client, even if not directed at the client. Information followed a logical sequence with valid consideration of the layout of visuals and text. The presentations also consisted of 12 to 15 slides/pages and most demonstrate a coherent understanding of professional practice. A minority of learners submitted perceptive, sophisticated, and fluid presentations. Although some learners were able to work toward these characteristics, very few demonstrated an in depth understanding of professional practice.

NB The specification refers to **Professional Practice** as:

- Structure of presentation covering all elements within constraints.
- Use of terminology appropriate to the client.
- Effective use of visual prompts.
- Organise presentation material.

Summary

Based on responses seen in this session, centres and learners are offered the following advice:

- Centres are reminded that this as this unit is only studied and assessed as part of the larger size Tech Level Diploma and Extended Diploma qualifications, the skills developed in this unit should be assessed in year 2 of the programme.
- Encourage learners to uses the suggested guidance regarding the allocation of slides. This is: 3-4 slides for research and 7-11 slides for development.
- Encourage learners to avoid repeating information that has already been provided to them by the client.
- Encourage learners to include visuals to communicate their ideas rather than or as well as text on slides. Approaches should also reflect their chosen subject discipline.
- Support learners in how to select best work to represent the development stages of their design ideas.
- Encourage the use of speaker notes that are informative and justify the thought process and decisions made in relation to all requirements of the design brief.
- Support learners to demonstrate the key characteristic of Professional Practice for AO 4.
- Use the Lead Examiners report to support action planning for future delivery of the unit.



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Welsh Assembly Government

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