
Qualification specification

UAL Level 3 Subsidiary Diploma in Visual Arts (603/5871/3)

For first teaching September 2020

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About UAL Awarding Body

Qualifications that reward creativity.

UAL Awarding Body believes in transformative education. We design and award creative qualifications that empower, support and inspire educators to help students reach their potential.

UAL Awarding Body is regulated by Ofqual, Qualification Wales and CCEA and currently offers qualifications in Art and Design, Fashion Business and Retail, Creative Media Production and Technology, Music Performance and Production and Performing and Production Arts. We are also the UK's leading provider of the Foundation Diploma in Art and Design. Our qualifications have high retention and achievement rates because they are flexible, responsive and relevant to industry needs, and facilitate student progression.

University of the Arts London (UAL) is Europe's largest specialist art and design university, comprising six renowned Colleges:

Camberwell College of Arts
Central Saint Martins
Chelsea College of Arts
London College of Communication
London College of Fashion
Wimbledon College of Arts

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1. Qualifications at a glance

Qualification title	UAL Level 3 Subsidiary Diploma in Visual Arts
Qualification number (QN)	603/5871/3
Qualification start date	September 2020
Age range:	16-18, 19+
Total Qualification time (TQT)	480
Guided Learning Hours (GLH)	360
Credits	48
Assessment requirements	<p>Unit 01: Exploratory Study in Visual Arts is an internally assessed and internally verified portfolio of evidence, which is graded by the centre and externally moderated by UAL Awarding Body.</p> <p>Unit 02: Specialist Investigation in Visual Arts is assessed via an assignment brief set by UAL Awarding Body and graded by the centre. The unit is internally assessed and verified and externally moderated by UAL Awarding Body.</p>
Overall grade	Fail, Pass, High Pass, Merit, High Merit, Distinction
UCAS Points	Pass 24, High Pass 32, Merit 40, High Merit 48, Distinction 56
Funding eligibility*	<input type="checkbox"/> 16-19 funding <input type="checkbox"/> 19+ Advanced Learner Loans
Offered:	England <input type="checkbox"/> Scotland <input type="checkbox"/> Wales <input type="checkbox"/> Northern Ireland <input type="checkbox"/>

* Centres can find full details of Education & Skills Funding Agency (ESFA) funding arrangements for the qualification on 'the Hub' Learning Aims search facility.

2. Context

What are the visual arts?

The visual arts are the art forms that are primarily visual in nature, such as fine art, crafts, design, architecture, printmaking, drawing, animation and fashion. The visual arts enable a multi-disciplinary approach to creativity. They allow you to draw on previous knowledge and learning, from any relevant source, to create a personal methodology for creative, contemporary problem solving and innovation.

This qualification aims to provide students with the technical skills and theoretical knowledge required to progress to higher education and/or employment within the visual arts.

Studying the visual arts equips students with a range of personal attributes and transferable skills which can be applied to many industries and professions. In particular, the below skills are regarded as desirable to have when applying for most undergraduate programmes of study, all of which are practiced within this visual arts qualification:

- Independent enquiry
- Self-management
- Reflective learning
- Problem solving

Studying the visual arts will also open the door to many different career paths, with an array of different specialist roles available. The list below provides example career options within the visual arts and although not exhaustive, it demonstrates the clear breadth and diversity of roles that are available:

- Architect
- Fashion designer
- Surface pattern designer
- Product designer
- Tattoo artist
- Graphic designer
- Blogger
- Photographer
- Entrepreneur

Students who undertake this qualification will be provided with the opportunity to develop the skills, knowledge and understanding necessary to lead a successful future within the visual arts, or within any other industry that requires creative talent to support their business.

Visual arts and wellbeing

Not only do the visual arts provide students with the necessary skills, knowledge and understanding to progress to higher education and employment, the visual arts also stimulate positive mental health and wellbeing. It has been said that 'creative activity has been observed to stimulate an understanding of the process of making, giving rise to a greater sense of responsibility and self-reflection, increased confidence and self-esteem and better mental health'¹

This qualification was designed to support students to develop wide ranging qualities, abilities and behaviours that prepare them for a sustainable and rewarding future, whether in higher education, employment or self-employment.

Sustainability and the visual arts

Sustainable thinking and environmental awareness are important factors within today's society. Businesses on a global scale are declaring a greater sense of responsibility in relation to their ecological footprint; therefore, it is important that visual artists consider the potential implications their work may have on the environment.

Contemporary visual artists design the world we inhabit, from our built environments to our systems, from the clothes we wear to the choices we make in digital spaces. They develop our cultural reference points and social debates.

This qualification encourages all visual artists to be sustainable in the work they produce and the impact their activity has on our environment. The content within this qualification does not impose a particular approach to sustainability; instead it encourages tutors and students to develop their own awareness of this complex agenda.

¹ *Creative Health: The Arts for Health and Wellbeing* https://www.artshealthandwellbeing.org.uk/appg-inquiry/Publications/Creative_Health_Inquiry_Report_2017.pdf

3. Qualifications overview

3.1 Qualifications purpose

Who is this qualification for?

The UAL Level 3 Subsidiary Diploma in Visual Arts has been designed for post-16 students studying within the sixth form environment. This qualification has been designed to be delivered over two academic years, with the intention for it to be delivered alongside two other similarly sized Level 3 qualifications.

This qualification is appropriate for students who have an interest in the visual arts and who would like to develop skills, knowledge and understanding within this area. This qualification will allow students to experience a range of visual art skills, materials and processes before presenting them with an opportunity to apply an appropriate selection of skills, knowledge and understanding to an externally set synoptic assignment.

There are no formal entry requirements on to the qualification, however it is recommended students have a minimum of 4 x GCSEs at grade 4 or equivalent, and at least one should be in a creative subject (or the equivalent Level 2 qualification in an appropriate subject).

What does this qualification cover?

This qualification provides an opportunity for students who are interested in the visual arts to explore, develop and test their creativity within a qualification structure that is stimulating and demanding.

The objectives of this qualification are to enable students to:

1. explore the range of specialisms within the area of visual arts
2. develop the knowledge, skills and attributes associated with the creative process and visual arts specialisms
3. gain confidence, knowledge and understanding of 2D or 3D or 4D materials, methods, techniques and processes
4. generate ideas, solve creative problems and produce outcomes that communicate clear and individualised intentions and purpose
5. effectively use ongoing evaluation to inform their own learning, development, decision making and progression
6. respond to an externally set brief

Students will also have the opportunity to develop transferable skills to support personal development and education progression into a range of further and higher education courses, as well as employment.

The qualification contains the following units:

Unit 01: Exploratory Study in Visual Arts

This unit introduces students to the breadth and diversity of specialisms within the visual arts, providing them with a framework to experiment and discover areas of interest and skills development. Students will gain an understanding of the context in which the visual

arts are situated and be equipped with the skills and knowledge required to make an informed decision about their own personal strengths and the direction in which they wish their work to progress.

Unit 02: Specialist Investigation in Visual Arts

This unit will focus on developing students' skills and knowledge within a selected specialist practice(s). It will also reinforce students' ability to research, problem solve and evaluate work. Students will then be required to undertake an investigation into an externally set synoptic brief and demonstrate their ability to draw on a relevant selection of skills, knowledge and understanding developed throughout the qualification.

3.2 Personal and professional development

What could this qualification lead to?

Further education and vocational courses

This qualification will support students to progress to a range of further education or vocational courses, such as:

- UAL Level 3 and Level 4 Foundation Diploma in Art and Design
- UAL Level 4 Diploma qualifications

Higher education

This qualification has been designed to attract UCAS Tariff Points (points to be confirmed) and therefore be recognised by higher education providers as meeting admission requirements, alongside other appropriate Level 3 qualifications.

Which subjects might complement this qualification?

This qualification has been designed to sit alongside other specialist creative subjects such as:

- Graphic design
- Fashion and textile design
- Fine art
- Photography
- Drama

However, this qualification will also be appropriate to sit alongside two other non-creative subjects such as:

- English literature
- Business studies

This list is not exhaustive, and a range of other subject areas may also be appropriate.

Will the qualification lead to employment, and if so, in which job role and at what level?

The qualification may support students to develop a portfolio of work enabling them to make applications to appropriate entry level roles, training programmes, apprenticeships or self-employment.

If there are larger and/or smaller versions of this qualification or it is available at different skills levels, why should a student take this particular one?

The UAL Level 3 Subsidiary Diploma in Visual Arts is the only qualification of its size that UAL Awarding Body currently offers. It is equivalent in size to 1 A Level and is typically delivered over two years of study. The qualification is ideal for students who are interested in the visual arts and are looking to explore the breadth and diversity of specialisms within the area

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4. Centre requirements

4.1 Approval

New centres and existing centres that wish to deliver this qualification must obtain prior approval from UAL Awarding Body. Please refer to the UAL Awarding Body website for further information on the approval process.

Your formal application must include key information about your centre, delivery, and teaching staff.

Centre staff should be familiar with current practices and standards in the sector and with the qualification structure, content, assessment and quality assurance arrangements before designing a course program.

4.2 Resources

Centres must have the physical resources needed to successfully implement the programme including appropriately equipped and updated art and design studio and workshops, IT facilities and information and research sources. Where specific resources are required these have been indicated in individual units

4.3 Staffing

Centres delivering any of UAL Awarding Body qualifications must:

- ensure all staff involved with the delivery of this qualification are familiar with the qualification's structure, content and assessment outcomes
- ensure all staff involved in teaching, assessment and quality of assurance are able to demonstrate they have (or are working towards) the relevant occupational competence, at the same level or higher than the qualification being delivered
- have a sufficient number of appropriately qualified/experienced Assessors and Internal Quality Assurers to support the volume of students they intend to register
- ensure that all staff involved in delivery are provided with appropriate training and undertake meaningful and relevant continuing professional development (CPD)
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

4.4 Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the aims and assessment outcomes of the qualification. This qualification can therefore be delivered in a variety of specialisms. This qualification has been written to support a range of delivery options.

Although the intention of this qualification is to give students access to a range of visual art disciplines, it is entirely feasible that more specialist delivery models could be used, based on the resources available within the centre. Centres are able to focus on delivering a range of specialisms within the areas of 2D, 3D or 4D, or alternatively across the areas of 2D, 3D or 4D, to give students a wider breadth of knowledge of what visual arts look like within each context.

Delivery across the areas of 2D, 3D and 4D could include the following:

- 2D specialisms: printmaking, drawing, painting, textiles, illustration, graphics, photography, etc.

- 3D specialisms: product design, sculpture, fashion, ceramics packaging, etc.
- 4D specialisms: film, animation, cinema, time-based media, etc.

4.5 Induction

Centres must provide students with an induction which ensures that:

- a course handbook is provided, along with any other supporting material to facilitate effective learning
- timetabling arrangements are clarified
- academic tutorial systems are provided
- learning support needs are identified and provided for, as appropriate
- course structures and assessment requirements are explained for internal assessment, external examination and external moderation
- health and safety regulations and procedures are explained.

4.6 Industry engagement

It is important that centres develop an approach to teaching and learning that supports the contemporary focus of this qualification. It is recommended that employers and industry practitioners are involved in the delivery and/or assessment of this qualification where possible. This enriches the learning experience, raises the credibility of the qualification in the eyes of employers, parents and students and further enhances the collaboration between the learning and skills sector and industry.

UAL Awarding Body does not specify the types of involvement expected. However, some examples could be:

- setting students vocational briefs to work on
- providing students with structured work experience or work placements which develop skills and knowledge relevant to this qualification
- allowing students to undertake projects, exercises and/or assessments set with input from experienced industry practitioners
- units being delivered or co-delivered by experienced industry practitioners, which could, for example, take the form of guest lectures or master classes.

4.6.1 Total Qualification Time (TQT)

TQT is defined under the Ofqual General Conditions of Recognition, General Condition as the *“number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a student to achieve and demonstrate achievement of the level of attainment necessary for the award of a qualification”*.

TQT is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning
- an estimate of the number of hours a student will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The Total Qualification Time for the qualification in this specification is detailed in the *Qualification at a glance* section.

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5. Qualification structure

UAL Level 3 Subsidiary Diploma in Visual Arts

To be awarded the **UAL Level 3 Subsidiary Diploma in Visual Arts**, students are required to achieve a minimum of a Pass grade in the **two mandatory** units below:

Unit	Title	GLH	Percentage of qualification	Assessment control
01	Exploratory Study in Visual Arts	220	60%	Internally Assessed and Externally Moderated
02	Specialist Investigation in Visual Arts	140	40%	Internally Assessed and Externally Moderated
	Total Learning Hours	360		

The overall grade for the qualification is based on aggregating the grades awarded in Unit 01 and Unit 02.

Students must Pass Unit 1 before progressing onto Unit 2.

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6. Unit specification

This section provides details on the format of the unit:

Unit title: provides a concise summary of the content of the unit.
Total Unit Time (TUT): represents an estimate of the amount of time a student will be required to undertake in order to complete and demonstrate achievement of the unit. TUT is comprised of the following: the number of hours which has been assigned to a qualification for guided learning, and the number of hours which has been assigned for self-directed learning (learning which is not under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training).
Guided Learning Hours (GLH): represents the hours a student is being taught or instructed by – or otherwise participating in education or training under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training. This estimate includes the hours being assessed, if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
Unit aim: gives the reader a summary of the unit content.
Assessment criteria: specify the minimum standard a student is expected to meet to demonstrate that the learning outcomes of that unit have been achieved.
Assessment outcomes: state the knowledge, understanding and skills that will be assessed as part of the unit.
Grading grid: exemplifies the requirements of the assessment outcomes and is used to determine the grade for a unit.
Content: sets out the essential teaching content for the unit. Anything which follows an 'e.g.' is illustrative and provides an example of what could be covered in the teaching of the unit content. It is not required to assess every aspect of the content, as students will be expected to apply the knowledge, understanding and skills acquired through the learning process to the specifics of the assessment context.
Evidence requirements: represent the appropriate ways for a student to evidence their achievement of the learning outcomes and the assessment criteria.

Unit 01 Exploratory Study in Visual Arts

Level:	3
Total Unit Time:	280
Guided Learning Hours:	220
Credits:	28
Assessment:	Internally assessed and verified and externally moderated
Grade	Fail/Pass/Merit/Distinction
Resources:	Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated art and design studios and workshops, IT facilities and information and research sources.

Unit aim
<p>This unit provides students with a broad understanding of the visual arts. Through an exploration of materials, media and context, students will develop an understanding of the principles of creative practice.</p> <p>Students will be taught the skills and knowledge required to make an informed decision about their own personal strengths and the direction in which they wish their work to progress, and enable them to understand the context in which the visual arts are situated.</p> <p>Through an exploration of creative practice and methodologies, media and process, students will develop a range of practical and theoretical skills and the visual vocabulary and specialist terminology needed to express and communicate ideas.</p>

Assessment outcomes

On successful completion of this unit, the student will have demonstrated that they can:

AO1	Use a range of research sources and contexts to inform the generation and development of ideas
AO2	Explore and use materials and media in the generation of ideas and outcomes
AO3	Select and use techniques and processes to resolve creative problems and generate outcomes
AO4	Generate and communicate ideas and concepts supported by findings from research
AO5	Use ongoing evaluation to inform and progress own work
AO6	Refine, select and present ideas and concepts, considering purpose and audience

Content	
AO1 Use a range of research sources and contexts to inform the generation and development of ideas	<ul style="list-style-type: none"> • Primary research e.g. observations, interviews, surveys, focus groups • Secondary research e.g. journals, articles, books • Research sources e.g. library, internet, museum gallery, contextual, practical materials • How research can be used:

	<ul style="list-style-type: none"> ○ to inform and refine ideas ○ to explore consumer/audience user needs, themes or subjects ○ to identify context: historical, contemporary, social, political, ethical, environmental, cultural considerations ○ for planning including Project Proposals, timelines, materials and resource requirements ○ to gather feedback ● How to document and record research
<p>AO2 Explore and use materials and media in the generation of ideas and outcomes</p>	<ul style="list-style-type: none"> ● Characteristics and qualities of a range of materials and media ● Limitations and potential of a range of materials and media ● Exploration and use of materials and media: <ul style="list-style-type: none"> ○ Conventional materials and media e.g. paint, plaster, canvas, pencil, paper, wood, fabric, print, etc. ○ Unconventional materials and media e.g. plastics, recycled materials, found materials, re-purposed materials, 3D pen, etc. ● How to combine materials and media to create results ● Visual arts principles and conventions, tools and techniques e.g. light, shade, volume, surface, scale, positive and negative space, collage ● Using wet and dry media e.g. paint, ink, pastel, print ● Mark making techniques ● Colour theory and application ● Use and application of both traditional and digital media ● Idea generation techniques and concept development ● Testing methodologies e.g. prototyping, sampling ● Factors to consider when selecting materials and media e.g. ethical, environmental, costs, audience, purpose
<p>AO3 Select and use techniques and processes to resolve creative problems and generate outcomes</p>	<ul style="list-style-type: none"> ● 2D, 3D or 4D (time-based) tools, techniques and processes ● Limitations and potential of a range of techniques and processes ● Specialist terminology ● Workshop protocols and safe working practices ● How to use resources, machinery and equipment safely

	<ul style="list-style-type: none"> • How to select and apply techniques and process to create results • Combining techniques and processes with materials and media to create results • Types of creative problems e.g. a product fit for purpose, an idea communicated successfully, meeting the client brief, etc. • How to identify and solve practical and technical problems e.g. sampling and experimentation with alternative techniques to realise ideas • Factors to consider when selecting techniques and processes e.g. ethical, environmental, costs, skill ability, purpose
<p>AO4 Generate and communicate ideas and concepts supported by findings from research</p>	<ul style="list-style-type: none"> • Design principles e.g. line, proportion, colour, scale • Conventions of communication in visual arts disciplines • Idea and concept generation techniques e.g. recording, mind mapping, brainstorming, reading etc. • Ideas development and ideation • Communicating creative intent and purpose • Visual, verbal and written language and communication e.g. storyboards, visualisation, composition, storytelling, presentation, annotation, list making, conceptualisation, etc.
<p>AO5 Use ongoing evaluation to inform and progress own work</p>	<ul style="list-style-type: none"> • Ongoing evaluation strategies and techniques e.g. self and peer assessment, discussions, critiques • Reflective practice, subjective and objective e.g. identifying strengths and areas for improvement, identifying key decisions • Ongoing review e.g. documentation, annotations, learning journals, vlogs and blogs • Writing evaluations e.g. descriptive and analytical • What to evaluate e.g.: <ul style="list-style-type: none"> ○ Own work and progress ○ Own skills ○ Others' work • How to use the results of an evaluation to: <ul style="list-style-type: none"> ○ Justify ○ Refine ○ Improve
<p>AO6 Refine, select and present ideas and concepts, considering purpose and audience</p>	<ul style="list-style-type: none"> • Refining, selecting and presenting ideas e.g. testing, drafting, analysing, prototyping • Presentation techniques related to 2D, 3D or 4D (time-based) products or artefacts e.g. painting, drawing, graphics, digital media,

	<p>film, textiles, ceramics, sculpture, installation, garments, jewellery</p> <ul style="list-style-type: none">• What to consider when refining:<ul style="list-style-type: none">○ Creative intention○ Contextual factors○ Skills ability• What to consider when selecting:<ul style="list-style-type: none">○ Demonstration of a range of skills and techniques○ Storytelling/narrative/coherence/logic○ Audience• What to consider when presenting:<ul style="list-style-type: none">○ Audience○ Purpose○ Context○ Format of presentation e.g. online, physical or digital portfolio
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Assessment details and evidence requirements

This unit is a non-exam assessment that is set and graded by the centre and moderated by UAL Awarding Body.

The assessment is practical and requires students to demonstrate their ability to resolve creative problem(s), set by the centre. The creative problem(s) set by the centre must allow students to demonstrate their ability to:

- use research to inform their investigation, including decision making
- relate their work to relevant critical and contextual materials and ideas
- explore a range of visual arts materials, media, techniques and processes
- generate and refine ideas and concepts for a specific purpose
- select and present their ideas and concepts.

At this stage, students should be working towards a culmination of their ideas; however, a finished outcome(s) is not required (though all students should be actively working towards this), as long as students can evidence all the assessment outcomes.

Students can demonstrate that the assessment outcomes have been met in a variety of ways such as visually, written, orally, or in a digital or physical format.

As part of their evidence students must include:

- A completed Project Proposal
- A completed Summative Evaluation

Evidence could also include:

- Records of reflection and evaluation
- Records of advice and guidance
- Records of contextual perspective
- Records of research
- Records of materials, processes and technical skills exploration
- Records of visual language experimentation
- Explorations of elements of visual language as a tool for creative activity
- Records of discussions, critiques and presentations
- Annotated sketchbooks
- Studio/workshop journals
- Presentations
- Blogs/vlogs
- Records of outcomes development

This list is not exhaustive: students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the assessment outcomes.

Each portfolio of evidence must demonstrate the breadth and depth of exploration into the visual arts. Portfolios of evidence which are narrow in focus should be avoided, to ensure that all students are able to achieve the assessment outcomes.

Unit 01 Grading Grid

Assessment outcome	Pass	Merit	Distinction
AO1 Use a range of research sources and contexts to inform the generation and development of ideas	Relevant but limited range of research sources with reference to the context is used to inform the generation and development of ideas	Purposeful and extensive range of research sources with explicit links to the context is used to inform the generation and development of ideas	Comprehensive and imaginative range of research sources with thorough links to the context is used to inform the generation and development of ideas
AO2 Explore and use materials and media in the generation of ideas and outcomes	Relevant and appropriate exploration and use of materials and media to generate ideas and outcomes	Purposeful and effective exploration and use of materials and media used to generate ideas and outcomes	Confident and imaginative exploration and use of materials and media used to generate ideas and outcomes
AO3 Select and use techniques and processes to resolve creative problems and generate outcomes	Relevant selection with appropriate application of techniques and processes in resolving creative problems and generating outcomes	Purposeful selection with skilful application of techniques and processes in resolving creative problems and generating outcomes	Decisive selection with sophisticated application of techniques and processes in resolving creative problems and generating outcomes
AO4 Generate and communicate ideas and concepts supported by findings from research	Relevant ideas and concepts generated and clearly communicated with appropriate links to research	Reasoned and purposeful ideas and concepts generated and effectively communicated with explicit links to research	Sophisticated and imaginative ideas and concepts generated and decisively communicated with coherent links to research

<p>A05 Use ongoing evaluation to inform and progress own work</p>	<p>Valid and appropriate on-going evaluation, used clearly to inform and progress own work</p>	<p>Extensive and purposeful ongoing evaluation, used effectively to inform and progress own work</p>	<p>Perceptive and comprehensive ongoing evaluation, used decisively to inform and progress own work</p>
<p>A06 Refine, select and present ideas and concepts, considering purpose and audience</p>	<p>Appropriate refinement, selection and presentation of ideas and concepts, with clear consideration of the purpose and audience</p>	<p>Purposeful and effective refinement, selection and presentation of ideas and concepts, with extensive consideration of the purpose and audience</p>	<p>Sophisticated and decisive refinement, selection and presentation of ideas and concepts, with thorough and perceptive considerations of the purpose and audience</p>

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02 Specialist Investigation in Visual Arts

Level:	3
Total Unit Time:	200
Guided Learning Hours:	140
Credits:	20
Assessment:	Internally assessed and verified and externally moderated
Grade	Fail/Pass/Merit/Distinction
Resources:	Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated art and design studios and workshops, IT facilities and information and research sources.

Unit aim
<p>This unit will focus on developing students' skills and knowledge within a selected specialist practice(s). It will also reinforce students' ability to research, problem solve and evaluate work. Students will then be required to undertake an investigation into an externally set synoptic brief and be asked to demonstrate their ability to draw on a relevant selection of skills, knowledge and understanding developed throughout the qualification.</p> <p>This unit also provides students with an opportunity to develop further skills and knowledge in a selected visual arts specialism. Students must also be taught how to manage an investigation from conception to realisation and in response to a set brief.</p>

Assessment outcomes

On successful completion of this unit, the student will have demonstrated that they can:

AO1	Use research to inform a specialist investigation in a visual arts area, considering purpose and audience
AO2	Use specialist materials and media to generate and communicate ideas and concepts in a specified context
AO3	Select and use specialist techniques and processes to develop, refine and present ideas and outcomes that meet the requirements of the brief
AO4	Use ongoing evaluation to inform a specialist investigation in a visual arts area

Content	
AO1 Use research to inform a specialist investigation in a specialist visual arts area, considering purpose and audience	<ul style="list-style-type: none"> • Sourcing specialist research material to inform a visual arts investigation e.g. market, material, contextual • Outlining intentions and proposing an investigation in response to and within the parameters of a set brief • Considering environmental impact and sustainability • Writing and referencing conventions • Researching an audience • Contemporary practice in a specialist area
AO2	<ul style="list-style-type: none"> • Sourcing and selecting specialist materials and media

<p>Use specialist materials and media to generate and communicate ideas and concepts in a specified context</p>	<ul style="list-style-type: none"> • Using specialist materials and media • Using specialist equipment • Conventions and practice of communication within a specialist context • Communicating ideas and concepts for a specialist area • Specialist terminology
<p>AO3 Select and use specialist techniques and processes to develop, refine and present ideas and outcomes that meet the requirements of the brief</p>	<ul style="list-style-type: none"> • Safe use and application of resources, machinery and equipment specific to the specialist area • Specialist terminology • Specialist techniques and processes, both traditional and contemporary • Selecting specialist techniques to inform ideas • Using relevant and appropriate specialist techniques • Refining ideas through sampling and experimentation. • Using alternative techniques and processes to resolve problems and realise ideas • Presentation within a specialist area • Digital presentation techniques
<p>AO4 Use ongoing evaluation to inform a investigation in a specialist visual arts area</p>	<ul style="list-style-type: none"> • Reflecting on how learning, activities and progress has informed decision making • Using ongoing review to inform decision making and progress work within the specialist area • Recording thought processes in visual and written formats • Analysing successes and identify key decisions • Writing a final evaluation that references intention and assesses overall outcome

Assessment details and evidence requirements

This unit is a non-exam synoptic assessment that is set by UAL Awarding Body, graded by the centre and moderated by UAL Awarding Body.

The non-exam synoptic assessment will require students to respond to a brief set by UAL Awarding Body. The brief, which will consist of multiple thematic starting points, and will require students to independently choose **one** theme to be the starting point for their investigation.

Their response to the theme should demonstrate their ability to sustain work from an initial starting point to a realisation, within the context of a specialist visual arts area e.g. fine art, textiles, graphics, etc.

Students are required to provide a **digital portfolio of evidence** which showcases their ability to:

- use research to inform their investigation, including decision making
- use specialist materials, media, techniques and processes to develop, refine and present ideas
- relate their work to relevant critical and contextual materials
- use evaluation to inform their work and choices
- present ideas and concepts that consider purpose and audience.

In addition to the portfolio of evidence, students are required to produce a Project Proposal and Summative Evaluation.

The Project Proposal must:

- Outline their creative intentions for their specialist investigation, including purpose and audience

The Summative Evaluation must:

- Include a bibliography that lists the sources used to inform work
- Include a final evaluation

A student's project proposal, portfolio of evidence (including final outcome(s)), and summative evaluation will be assessed holistically. One grade should be provided for the unit based on a student's evidence of meeting the four assessment outcomes.

For more guidance on the delivery of the assessment, see Section 7 of the specification. UAL Awarding Body has also produced a sample synoptic assignment brief for centres to undertake mock assessments. Each brief will specify any specific evidence requirements.

Unit 02 Grading Grid

Assessment outcome	Pass	Merit	Distinction
AO1 Use research to inform a specialist investigation in a visual arts area, considering purpose and audience	Relevant but limited research used to inform a specialist investigation in a visual arts area, with clear consideration to purpose and audience	Purposeful and extensive research used to inform a specialist investigation in a visual arts area, with extensive consideration of purpose and audience	Comprehensive and imaginative research used to inform a specialist investigation in a visual arts area, with thorough and perceptive consideration of purpose and audience
AO2 Use specialist materials and media to generate and communicate ideas and concepts in a specified context	Relevant and appropriate use of specialist materials and media to generate and communicate ideas and concepts within a specified context	Purposeful and effective use of specialist materials and media to generate and communicate ideas and concepts within a specified context	Sophisticated and imaginative use of materials and media to generate and communicate ideas and concepts within a specified context
AO3 Select and use specialist techniques and processes to develop, refine and present ideas and outcomes that meet the requirements of the brief	Relevant selection with appropriate application of specialist techniques and processes used to develop, refine and present ideas and outcomes that meet the requirements of the brief	Purposeful selection with skilful application of specialist techniques and processes used to develop, refine and present effective ideas and outcomes that meet the requirements of the brief	Decisive selection with sophisticated application of specialist techniques and processes used to develop, refine and present innovative ideas and outcomes that meet the requirements of the brief
AO4 Use ongoing evaluation to inform and progress a specialist investigation in a visual arts area	Valid and appropriate ongoing evaluation, used clearly to inform and progress specialist investigation	Extensive and purposeful ongoing evaluation, used effectively to inform and progress specialist investigation	Perceptive and comprehensive ongoing evaluation used decisively to inform and progress specialist investigation

7. Assessment

7.1 Synoptic assessment

The Department for Education defines synoptic assessment as “*a form of assessment which requires a student to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories and knowledge from across the whole vocational area, which are relevant to a key task.*”

Unit 02: Specialist Investigation in Visual Arts contains the synoptic assessment for the qualification and enables students to demonstrate that they can synthesize the knowledge, skills and understanding that have been studied across the specification and use them in an appropriate and relevant way to complete the assessment for the unit.

7.2 How is this qualification assessed?

Students must achieve the assessments detailed in the table below.

The **UAL Level 3 Subsidiary Diploma in Visual Arts** is comprised of the following assessments:

Units	Assessment method	Controls
Unit 01 Exploratory Study in Visual Arts	Internally set assignment Demonstrates students' ability to achieve all of the assessment outcomes.	Internally set, internally graded and subject to external moderation by UAL Awarding Body
Unit 02 Specialist Investigation in Visual Arts	Externally set synoptic assignment Demonstrates students' ability to use their knowledge, understanding and skills gained from across the entire qualification, to complete an externally set synoptic assignment.	Externally set, internally graded and subject to external moderation by UAL Awarding Body

Sample assignments are available to all centres delivering this qualification and are available for download upon request.

7.3 Internal assessment

This section should be read in parallel with the qualifications delivery guidance which contains in-depth information on the planning, delivery, assessment and quality assurance of the assessment.

The achievement of each unit is based on a student's ability to meet the assessment outcomes. Both units can be awarded a grade of Fail, Pass, Merit or Distinction.

7.3.1 Internally set assignment

The assessment for Unit 01: Exploratory study in visual arts is an internally set and graded by the Centre and externally moderated by UAL Awarding Body.

The internally set assignment should be in the form of a brief set by the centre and which allows the student to resolve a creative problem(s). Students *must* complete the assignment at the end of their learning programme, and should produce a portfolio of evidence which demonstrates the development of their knowledge, skills and understanding across a range of different visual arts, materials, media and processes, and must cover all six assessment outcomes.

When devising the assignment for this unit, centres must ensure that they provide appropriate opportunities for students to generate the evidence required to meet all the assessment outcomes and the full range of grades.

For more guidance on the internally set assignment please see the delivery guidance.

7.3.2 Externally set synoptic assignment

The assessment for Unit 02: Specialist Investigation in Visual Arts is externally set by UAL Awarding Body, internally graded by the centre and externally moderated by UAL Awarding Body.

The assignment is synoptic and will require students to draw on all the knowledge, skills and understanding they have developed throughout the course and apply it to a brief set by UAL Awarding Body. Their individualised investigation in response to the brief can be carried out in any area of the visual arts, providing the centre has the resources to support the practical activities required.

The assignment must take place once all the teaching content from Unit 01 and Unit 02 has been delivered. This is to ensure that students are in a position to complete the synoptic assignment successfully.

UAL Awarding Body will release synoptic assignment briefs annually. Further information on this can be found in the delivery guidance.

For more guidance on the externally set assignment please see the sample assignment paper.

7. Grading

UAL Awarding Body adopts a mastery grading model whereby to achieve any given grade, all outcomes must be met to the same standard to be awarded that grade. For example, to achieve a Distinction grade, all outcomes must be met at Distinction standard. This is because each outcome has been determined to carry equal weighting in each assessment.

Furthermore, students must **Pass** both units to be awarded a Pass grade for the qualification, as both Units are mandatory components.

7.1 Grading Units

Centres must assess and award a student's unit grade using the assessment outcomes and grading grid.

Students will be awarded one of the following grades:

Pass (P)

To achieve a Pass grade, students must achieve all assessment outcomes to the Pass standard

Merit (M)

To achieve a Merit grade, students must achieve all assessment outcomes to the Merit standard

Distinction (D)

To achieve a Distinction grade, students must achieve all assessment outcomes to the Distinction standard

Fail (F)

Students who submit evidence that fails to meet the pass standard will be referred. They will then have one opportunity to redeem their referral by a timeframe agreed by the centre and confirmed by UAL Awarding Body.

Centres must notify students of the specific assessment outcome(s) in which they have failed to meet the pass standard. Students are then able to submit additional evidence against failed outcomes for re-grading.

If students are still unable to provide evidence that meets the pass standard, they will receive a Fail grade.

7.2 Awarding the qualification grade

The final grade of the subsidiary diploma is awarded on the basis of the grades awarded in unit 01 and unit 02. The two unit grades are weighted 60% (Unit 1) and 40% (Unit 2) and are aggregated to provide the overall qualification grade.

The final grades available is based on a structure of Pass, High Pass, Merit, High Merit, and Distinction. The table below shows how the accumulation of each grade is aggregated.

Unit 01 (weighted 60%)	Unit 02 (weighted 40%)	Qualification grade
Distinction	Distinction	Distinction

Distinction	Merit	High Merit
Distinction	Pass	Merit
Merit	Distinction	Merit
Merit	Merit	Merit
Merit	Pass	High Pass
Pass	Distinction	High Pass
Pass	Merit	Pass
Pass	Pass	Pass

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9. Quality assurance

9.1 Internal verification

Internal verification is the process where a centre determines the standards, and consistency of assessment decisions are comparable across assessors and the qualification.

Centres must have an established internal quality assurance framework to ensure that UAL Awarding Body approval, quality assurance and contractual arrangements are met. It is the responsibility of internal verifiers to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness and that assessments set are appropriate and at the required level. Internal verifiers are also responsible for supporting assessors by offering advice and guidance. The internal verifier will follow the centre's own sampling strategy in selecting the sample to be internally verified and must over time include evidence from a full range of work, student achievement and decisions made by all staff with assessment responsibility.

It is recognised that different centres use different approaches and terminology specific to their culture. Centres must ensure their methodologies are suitably robust and meet the standards set by UAL Awarding Body. UAL Awarding Body reserves the right to sample centre internal verification information across the qualification.

9.2 External moderation

External moderation evaluates the validity of centres' assessment decisions through the external moderation of internally assessed and verified work.

External moderation is carried out by external moderators who are appointed, trained and monitored by UAL Awarding Body. External moderators are responsible for ensuring that the internal assessment for Unit 01 and Unit 02 is rigorous and that assessment decisions are fair, valid, reliable and free from bias.

UAL Awarding Body's external moderation is carried out once a year to ensure that assessment decisions are in line with the required standards. A moderation visit will take place after the assessment in unit 01, with a remote moderation taking place after the assessment in unit 02.

10 Resources and support

Documents

UAL Awarding Body provides centres with a range of resources to help them prepare for and deliver our qualifications, including:

- **Qualification specification**
This specification includes details on the administration of qualifications and information on all the units for the qualification.
- **Delivery guidance**
This document contains some practical information to assist centres in the delivery of the qualification.

UAL Awarding Body has policies and procedures in place including complaints, exemption and recognition of prior learning. For further information on these policies please visit:

www.arts.ac.uk/partnerships/ual-awarding-body/about-us/policies-and-procedures

Centre training

UAL Awarding Body provides a range of training and development activities throughout the year to support centres in delivering our qualifications. These include:

- **Subject-specific conferences**
UAL Awarding Body holds an annual conference for each subject area. The day includes presentations from inspiring guest speakers, briefings on changes to UAL Awarding Body qualifications and the education landscape, sharing good practice and networking.
- **Delivery groups**
These events are designed to support newly approved centres to commence delivery in the next academic year. Centres discuss delivery models and review assessment materials for the coming year.
- **Standardisation events**
Standardisation events allow centres to discuss and agree the national standards for Pass, Merit and Distinction grades across qualifications. Attendees are invited to look at previously graded, internally verified and externally moderated work from a centre.
- **Sharing best practice events**
Centres are invited to share their best practice around delivery, assessment, portfolios and presentation with peers from other institutions.
- **Newsletter**
Invitations to these events, as well as updates from UAL Awarding Body and the wider sector, are sent through the monthly newsletter. Staff delivering the qualification can sign up for the newsletter by emailing:
comms.awarding@arts.ac.uk