These qualifications have been carefully designed by further education experts from institutions across England and UAL to provide students with the knowledge, skills and understanding necessary to progress to degree level study in art and design, or into employment.

Intentionally designed to cultivate conditions where an interest in the visual arts can be explored, developed and creativity tested; while remaining stimulating, demanding and supportive, they help learners in the transition from further to higher education and employment.
## Contents

### 1 Frame of reference

| 1.1 Definition and characteristics | 3 |
| 1.2 Diploma in the context of the Extended Diploma | 3 |
| 1.3 Aims | 3 |
| 1.4 Admissions | 3 |
| 1.5 Qualification structure | 4 |
| 1.6 Commentary on qualification structure | 5 |
| 1.7 Induction | 6 |
| 1.8 Planning the programme | 7 |
| 1.9 Personal and professional development | 8 |
| 1.10 Assessment | 8 |
| 1.11 Accreditation and funding | 8 |
| 1.12 UCAS Tariff for 2016/17 onwards | 8 |

### 2 Units and indicative content

| 2.1 Level 3 Diploma in Art & Design | 9 |
| Unit 1 Introduction to visual language in art and design | 10 |
| Unit 2 Introduction to research skills in art and design | 12 |
| Unit 3 Introduction to critical and contextual awareness in art and design | 14 |
| Unit 4 Introduction to materials, processes and technical skills in art and design | 16 |
| Unit 5 An integrated approach to 2D problem solving in art and design | 18 |
| Unit 6 An integrated approach to 3D problem solving in art and design | 20 |
| Unit 7 An integrated approach to time-based problem solving | 22 |
| Unit 8 Developing an art and design project | 24 |
| Unit 9 Opportunities for progression in art and design | 26 |

### 2.2 Level 3 Extended Diploma in Art & Design

| Unit 10 Characteristics and contexts in art and design | 30 |
| Unit 11 Preparation for progression in art and design | 32 |
| Unit 12 Engaging with an audience in art and design | 34 |
| Unit 13 Project proposal and realisation in art and design (Level 3) | 36 |
| Unit 14 Project proposal and realisation in art and design (Level 4) | 40 |

### 3 Guidance for students

### 4 Grade criteria

### 5 Grade exemplification
1.1 Definitions and characteristics
UAL Awarding Body’s Level 3 Diploma and Extended Diploma in Art & Design are characterised by experiential, experimental and integrated learning. Both qualifications focus on the application of practical skills and acknowledge the common principles and distinctive characteristics of different art and design disciplines.

Study for the qualifications is not time constrained, but will normally be over a period of one year for the Diploma and two years for the Extended Diploma. The structure of the qualifications, with units linked to provide coherence, allow students to develop practical skills, theoretical understanding and, through a process of reiteration and reinforcement, develop effective working practices that will provide support for creativity across a range of stimulating and increasingly demanding activities.

The final unit of the Extended Diploma (available at Levels 3 and 4) requires students, particularly at Level 4, to demonstrate their ability to self-initiate, research, analyse, organise, reflect and evaluate at a standard commensurate with higher education.

The qualifications foster an understanding of the creative industries and the necessity to develop skills to ensure an effective contribution to both the immediate and future development of those industries. Students are encouraged to recognise the unique characteristics of different disciplines and the dynamic and potentially innovative relationships between them.

1.2 Diploma in the context of the Extended Diploma
It is expected that a majority of students will complete the Extended Diploma in Art & Design over a nominal two-year period. To support retention, achievement and success rates in centres, the Diploma in Art & Design offers an accredited and certificated jumping off point at the end of year one.

1.3 Aims
Students should:
1. Have a critical and contextual awareness of different perspectives and approaches within art, design or related subjects of study or work
2. Research, analyse and evaluate relevant information and ideas in order to develop creative solutions
3. Understand, adapt and safely use appropriate practical skills
4. Solve complex problems through the application of art, design or related practical, theoretical and technical understanding
5. Critically review the effectiveness and appropriateness of methods, actions and results
6. Use evaluative and reflective skills to take responsibility for their own learning, development and decision making
7. Take responsibility for the research, planning, time and actions required to access progression opportunities
8. Effectively present themselves and their work.

1.4 Admissions
UAL Awarding Body expects centres to recruit with integrity and on the basis of the students’ anticipated ability to successfully complete the requirements of the individual units or the full qualification. Applicants should evidence their learning and achievement, ideally through a portfolio of work. Where possible, they should be invited to attend a personal interview to enable delivery staff to assess their aptitude and potential to benefit from the course.

UAL Awarding Body recommends that students wishing to apply for the Level 3 Diploma and Extended Diploma in Art & Design have a minimum of:
- a UAL or equivalent Level 2 qualification or
- four GCSEs at grade C or grade 4 or above or
- an equivalent Level 2 functional skills qualification in English and Maths.

The Centre must provide students with opportunities for re-taking English and Maths. Students may be advised to complete these qualifications to ensure that they have the best possible chance to progress to Higher Education.
## 1.5 Qualification structure

### Diploma in Art & Design
Mandatory units to be achieved: 9  
Total Qualification Time (TQT): 1080  
Total Guided Learning Hours (GLH): 630  
Total Credits: 108

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Level</th>
<th>GLH</th>
<th>TUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to visual language in art and design</td>
<td>3</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to research skills in art and design</td>
<td>3</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to critical and contextual awareness in art and design</td>
<td>3</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to materials, processes and technical skills in art and design</td>
<td>3</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>An integrated approach to 2D problem solving in art and design</td>
<td>3</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>6</td>
<td>An integrated approach to 3D problem solving in art and design</td>
<td>3</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>An integrated approach to time-based problem solving</td>
<td>3</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>Developing an art and design project</td>
<td>Level 3</td>
<td>140</td>
<td>360</td>
</tr>
<tr>
<td>9</td>
<td>Opportunities for progression in art and design</td>
<td>Level 3</td>
<td>30</td>
<td>50</td>
</tr>
</tbody>
</table>

### Extended Diploma in Art & Design
Mandatory units to be achieved: 13  
Total Qualification Time (TQT): 2070  
Total Guided Learning Hours (GLH): 1170  
Total Credits: 207

Students must complete units 1–9 of the Diploma in addition to Units 10–12 and either Unit 13 or Unit 14:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Level</th>
<th>GLH</th>
<th>TUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Characteristics and contexts in art and design</td>
<td>3</td>
<td>150</td>
<td>220</td>
</tr>
<tr>
<td>11</td>
<td>Preparation for progression in art and design</td>
<td>3</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>Engaging with an audience in art and design</td>
<td>3</td>
<td>180</td>
<td>270</td>
</tr>
</tbody>
</table>

Students must achieve one of the two optional units below:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description</th>
<th>Level</th>
<th>GLH</th>
<th>TUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Project proposal and realisation in art and design</td>
<td>3</td>
<td>180</td>
<td>450</td>
</tr>
<tr>
<td>14</td>
<td>Project proposal and realisation in art and design</td>
<td>4</td>
<td>180</td>
<td>450</td>
</tr>
</tbody>
</table>

**Frame of reference**

<table>
<thead>
<tr>
<th>Level</th>
<th>GLH</th>
<th>TUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Level 3</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Level 3</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Level 3</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Level 3</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>Level 3</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>Level 3</td>
<td>60</td>
<td>90</td>
</tr>
<tr>
<td>Level 3</td>
<td>70</td>
<td>100</td>
</tr>
<tr>
<td>Level 3</td>
<td>140</td>
<td>360</td>
</tr>
<tr>
<td>Level 3</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Level 3</td>
<td>150</td>
<td>220</td>
</tr>
<tr>
<td>Level 3</td>
<td>30</td>
<td>50</td>
</tr>
<tr>
<td>Level 3</td>
<td>180</td>
<td>270</td>
</tr>
</tbody>
</table>

**Abbreviations**

- **TQT**: Total Qualification Time
- **TUT**: Total Unit Time
- **GLH**: Guided Learning Hours
Unit 2 will provide students with an introduction to a range of research activities and related skills appropriate to art and design. It will also introduce the importance of oral and written communication as an integral part of the art and design process.

Unit 3 will provide students with an introduction to the critical and contextual awareness relevant to art and design. It will also reiterate the importance of oral and written communication as an integral part of the art and design process.

Unit 4 will provide students with an introduction to a range of art and design materials and processes, to enable an understanding of their particular characteristics and uses, and the related technical skills necessary to record experiences and articulate ideas.

Units 5–7 require students to apply their newly acquired skills, knowledge and understanding in a series of more complex and demanding assignments in two and three dimensions and through time-based formats. Whilst beginning to recognise the unique characteristics of specific art and design activities, they will also be encouraged to recognise and understand their shared characteristics.

Unit 5 will provide students with an opportunity to integrate the skills, knowledge and understanding acquired in Units 1–4, to propose a solution to a two-dimensional art and design problem.

Unit 6 will provide students with an opportunity to integrate the skills, knowledge and understanding acquired in Units 1–4, to propose a solution to a three-dimensional art and design problem.

Unit 7 will provide students with an opportunity to integrate the skills, knowledge and understanding acquired in Units 1–4, to propose a solution to a time-based art and design problem.

Unit 8 will provide students with a measure of self-directed learning in the development of a substantial art and design project. The unit requires students to apply the skills, knowledge and understanding they have developed in Units 1–7, to develop an art and design project. It will provide them with an opportunity to clarify their longer-term goals, by choosing an art and design activity to explore in greater depth.

Unit 9 may be linked to learning for Unit 8 and uses a coherent sequence of learning experiences to provide students with an introduction to a range of progression opportunities available within art and design education and employment.
Level 3 Extended Diploma in Art & Design
The qualification will be delivered through 13 units over a nominal two-year period. Units 1–9 are described on the preceding page and Units 10–14 below.

Unit 10 will provide students with an opportunity to develop focused, in-depth, understanding of the characteristics, complexity and contexts that define art and design activity.

Through exploration of art and design characteristics and contexts, the unit will require students to enter into a more formal dialogue of personal interrogation and understanding designed to confirm strengths, enthusiasms and ambitions.

Unit 11 will provide a focussed period for students to research higher educational and related employment opportunities and the requisite practical, intellectual and communication skills necessary for progression to art and design Higher Education or employment.

Unit 12 requires students to develop an in-depth knowledge and understanding of a specific art and design activity and the means by which the audience for that activity might be reached and addressed.

The unit provides an opportunity for them to demonstrate an understanding of an audience for their chosen area of art and design through engagement with a complex problem solving task or tasks.

Students are expected to take ownership of their learning by responding positively to the greater opportunities for individual expression and creativity afforded.

Units 13 and 14 require students to demonstrate their ability to select, organise and complete an art and design project that reflects the level and standard of their learning.

Units 13 and 14, achieved at Level 3 or Level 4 respectively, require students to affirm appropriate maturity by taking significantly greater responsibility for their own learning, demonstrating the self motivation and independent capacity to initiate, research, develop, implement, reflect and evaluate a substantial project in preparation for Higher Education, or employment in their chosen art and design activity.

1.7 Induction
Centres should provide their students with an induction to ensure that:

- A course handbook and any other supporting material to facilitate effective learning is provided
- 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 both internal assessment and external moderation
- Health and safety regulations and procedures are explained.
1.8 Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims, learning outcomes and assessment criteria. The Level 3 Extended Diploma in Art & Design can therefore be delivered in a variety of ways.

The qualification has been written to support a range of delivery options. The 13 units focus on underpinning processes and principles and deliberately avoid the specification of detailed contexts in which delivery should occur.

Although the intention of the qualification is to give students access to a range of disciplines, it is entirely feasible and desirable that more specialist delivery models could be used to support the development of students who begin the course with a clearer understanding of the disciplines in which they want to work. Delivery could therefore occur in the context of a particular specialist area such as fashion or graphic design.

However, delivery should be coherent and integrated, progressively focused upon the relationship between the development of students’ work and the choices they make.

As the programme progresses, students must be able to demonstrate achievement in learning and observing and practical experience in art and design, paralleled by an increasing ability to coherently synthesise their experiences in preparation for the next stages of their professional development.

Students should develop a skills base that acknowledges the interrelationship of the critical, theoretical and practical. They should understand the relationship between the development of their practice and the choices they make regarding future progression.

Centres planning to deliver the qualification should familiarise themselves with the 13 units and associated support material including:

- Unit aims
- Unit learning outcomes
- Unit assessment criteria
- Unit indicative content
- Unit teaching strategies and learning activities
- Methods of assessment and evidence of achievement
- Necessary resources
- Grading criteria.

Centres delivering the qualification are not expected to provide identical programmes, but will be required to cover the same learning outcomes and assessment criteria to ensure coherent sequencing, (patterns of teaching, learning and assessment which are continuous, interactive and integrative) rather than a fragmented approach across diverse disciplines.

It is anticipated that centres will resource learning within the areas of art, graphic design, 3D design, fashion and textiles and media. Rather than being exhaustive, this list is a guide to the general areas of activity required to meet the aims of the qualifications and ensure a genuine diagnostic and immersive experience.
1.10 Assessment
Units 1–7 and Unit 9 of the Level 3 Diploma in Art & Design will be internally assessed and internally verified through students’ portfolios of evidence and are subject to UAL Awarding Body’s external quality assurance.

Units 1–7 and 9–12 of the Level 3 Extended Diploma in Art & Design will be internally assessed and internally verified through students’ portfolios of evidence and are subject to UAL Awarding Body’s external quality assurance.

Unit 8, the penultimate unit of the Level 3 Diploma in Art & Design, and Units 13 and 14, the final units of the Level 3 and Level 4 Extended Diploma in Art & Design, will be internally assessed and verified and externally moderated through students’ portfolios of evidence against the assessment and grading criteria for those units.

To achieve a Pass in any unit all assessment criteria must be met. Additionally, Units 8, 13 and 14 are graded, Pass, Merit or Distinction.

To achieve a Merit or Distinction, all grade criteria in the respective categories must be met in full. Failure to meet assessment criteria will lead to referral. Students are allowed one opportunity to redeem a referral.

1.11 Accreditation and funding
The qualifications have been accredited by Ofqual and sit on the Regulated Qualifications Framework (RQF).

The qualification accreditation number or QAN for the Level 3 Diploma in Art & Design is 600/2827/0

The qualification accreditation number or QAN for the Level 3 Extended Diploma in Art & Design is 600/2826/9

Centres can find full details of Education Funding Agency (EFA) and Skills Funding Agency (SFA) funding arrangements for the qualification on ‘the Hub’ Learning aims search facility.

1.12 UCAS Tariff for 2016/17 onwards
The UAL Level 3 Diploma in Art & Design is included in the UCAS tariff and attracts tariff points for each final grade as shown below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>36</td>
</tr>
<tr>
<td>Merit</td>
<td>60</td>
</tr>
<tr>
<td>Distinction</td>
<td>84</td>
</tr>
</tbody>
</table>

The UAL Level 3 Extended Diploma in Art & Design is included in the UCAS tariff and attracts tariff points for each final grade as shown below:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Tariff Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>72</td>
</tr>
<tr>
<td>Merit</td>
<td>120</td>
</tr>
<tr>
<td>Distinction</td>
<td>168</td>
</tr>
</tbody>
</table>

To achieve a Merit or Distinction, all grade criteria in the respective categories must be met in full. Failure to meet assessment criteria will lead to referral. Students are allowed one opportunity to redeem a referral.
Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific art and design activities with which students are asked to engage, are at the discretion of the Centre.

This unit is designed to develop the student’s understanding of the range of educational and career opportunities within art and design. The unit should be used to encourage the development of a range of effective presentation and communication skills appropriate to progression opportunities within art and design.

Learning for this unit may be combined with learning for unit 8.

The learning for this unit should be delivered through a range of appropriately structured research and investigative activities and other analytical tools combined with opportunities for the students to explore and develop a range of communication and presentational tools appropriate for application and interview processes.

A range of activities might include lectures, discussions, workshops, simulations, demonstrations, visits or other supporting activities. Students should understand:

- The characteristics of a range of art and design activities
- The range of progression opportunities available within art and design education or art and design employment.
- How to organise and present themselves and their work to ensure effective communication to an identified audience.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and moderated through a student’s portfolio of evidence against the learning outcomes and assessment criteria.

The assessment activities for this unit may be combined with those for Unit 8.

Evidence is not prescribed. It could typically include:

- Records of research, analysis and evaluation presented in workbooks, digital material, notebooks or personal reflective journals
- Records of the exploration and development of effective communication and presentational forms presented in workbooks, digital format, visual development work, images, designs, media, artefacts, notebooks, personal reflective journals, reports, extended writing.

This list is not exhaustive. Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 1

Introduction to visual language in art and design

Level: 3  GLH: 70  TUT: 100  Credits: 10

Unit aim: Develop the student’s knowledge, skills and understanding necessary for the confident application of visual language in a range of art and design activities.

Learning outcomes
The student will:

1. Understand the characteristics of visual language in art and design.

2. Be able to apply visual language to a range of art and design activities.

Assessment criteria
The student can:

1.1 Critically compare, through experimental application, the characteristics of a wide range of visual language elements.

2.1 Apply visual language across a range of contexts, to influence appearance and meaning in art and design.

2.2 Critically compare the use of visual language, across a range of contexts, to influence appearance and meaning in art and design.
Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignments, and the specific activities with which students are asked to engage, are at the discretion of the centre.

Unit 1, which may be linked formally through a common assignment(s) with Units 2, 3 and 4, is designed to provide a coherent body of knowledge that will enable students to confidently use the formal elements of visual language, the relevant materials and processes, and understand the approaches and perspectives which determine their use.

Students should develop:
- An understanding of visual language as a tool for creative activity and a range of visual language skills appropriate to the support of creative activity
- A critical and analytical approach to visual language and an awareness of the different contexts, approaches and uses of visual language within creative activity.

Students should understand:
- How to select appropriate materials, understand their potential and demonstrate, by the production of evidence, an ability to explore the potential of visual language to support creative outcomes.

Unit 1, together with Units 2, 3 and 4 should provide a foundation of skills, knowledge and understanding upon which all subsequent learning in Units 5–14 will be based. It is therefore important to ensure that appropriate standards in both practical and theoretical activities, are achieved by students.

The learning for this unit may be delivered as a part of a studio, environment, gallery or museum based project. It is designed to encourage student confidence and familiarity with a range of materials and techniques, to explore and develop the effective use of various elements of visual language in defining the appearance and meaning of images.

Opportunities should be provided for students to articulate their perceptions in relation to their practical activity. Students should be encouraged to relate their own experiences to the work of other artists and designers.

A range of activities might include:
- An exploration of elements of visual language as a tool for creative activity
- The development of a range of visual language skills to support creative activity
- The use of discussion groups to analyse the effectiveness of elements of visual language to achieve identified creative goals.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students’ portfolios of evidence and is subject to UAL Awarding Body’s external quality assurance. The assessment activities for this unit should be combined with those for Units 2, 3 and 4.

Evidence is not prescribed. It could typically include explorations of visual language presented in workbooks, on paper/board/or any other material including digital, in any medium or scale. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
# Unit 2

## Introduction to research skills in art and design

<table>
<thead>
<tr>
<th>Level: 3</th>
<th>GLH: 70</th>
<th>TUT: 100</th>
<th>Credits: 10</th>
</tr>
</thead>
</table>

**Unit aim:** Provide the student with an introduction to a range of research activities and related skills appropriate to the support of art and design activities. The unit will also develop an understanding of the vital role that research plays in informing and developing ideas.

### Learning outcomes

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student can:</td>
</tr>
<tr>
<td>1. Understand research tools, methods and skills.</td>
<td>1.1 Critically compare a range of research tools, methods and skills.</td>
</tr>
<tr>
<td>2. Understand primary and secondary research sources.</td>
<td>2.1 Critically compare a range of primary and secondary research sources.</td>
</tr>
<tr>
<td>3. Be able to use research tools, methods and skills to inform ideas for creative activities.</td>
<td>3.1 Apply research tools, methods and skills to record and interpret information and develop ideas for creative activities.</td>
</tr>
<tr>
<td>3.2 Evaluate the effectiveness of research tools, methods and skills to develop ideas for creative activities.</td>
<td></td>
</tr>
</tbody>
</table>
Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. The assessment activities for this unit should be combined with those for Units 1, 3 and 4.

Evidence is not prescribed but could typically include research for art and design activities presented in reflective workbooks, notebooks or digital material. This list is not exhaustive and students should be encouraged to adopt the most appropriate ways of evidencing their achievement of the unit learning outcomes and assessment criteria.

Additional information

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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific art and design activities with which students are asked to engage are at the discretion of the centre, although it is anticipated that over the period of the qualification students will be introduced to a range of activities.

Unit 2, which may be linked formally through common assignment(s) with Units 1, 3 and 4, is designed to provide a coherent body of knowledge that will enable students to develop an understanding of research skills as a key tool in the identification, interpretation and evaluation of ideas. Good practice should encourage a seamless approach to the recording and evaluation of relevant information in whatever form was appropriate and meaningful. Students should be encouraged to develop appropriate research strategies, skills and methods in support of all art and design activities.

This unit, together with Units 1, 3 and 4, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in Units 5–14 will be based. It is therefore important to ensure that appropriate standards in both practical and theoretical activities, are achieved by students.

The learning for this unit may be delivered as a part of a studio, library, gallery or museum based project. The unit is designed to encourage student confidence and familiarity with a range of research skills including drawing, note-taking and other forms of information recording. This unit provides students with an early opportunity to develop their literacy through the exploration of art and design vocabulary. Opportunities should be provided for students to articulate their perceptions in relation to their research activity.

Students should also be encouraged to be adventurous and open-minded in exploring and recording a variety of information sources whilst retaining an awareness of the relationship between their research activities and their specified creative activities.

Practical activities in this unit will require the student to identify and understand research sources, and through the skilful use of drawing, note-taking and any other form of record keeping, identify, explore and evaluate ideas and information to support creative activities.

A range of activities might include:

- An exploration of a range of research sources
- An exploration of a range of methods for recording research sources
- An exploration of research for a specific project, linked to work for units 1, 3 and 4.

A range of activities could include:

- An exploration of a range of research sources
- An exploration of a range of methods for recording research sources
- An exploration of research for a specific project, linked to work for units 1, 3 and 4.
## Unit 3

### Introduction to critical and contextual awareness in art and design

**Level:** 3  
**GLH:** 70  
**TUT:** 100  
**Credits:** 10

**Unit aim:** Provide the student with an awareness of the critical perspectives and contextual frameworks that support practical activity in art and design.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student can:</td>
</tr>
<tr>
<td>1. Understand critical perspectives that influence the analysis of art and design activity.</td>
<td>1.1 Critically compare a range of critical perspectives that influence the analysis of art and design.</td>
</tr>
<tr>
<td></td>
<td>1.2 Apply knowledge of critical perspectives to the analysis of a range of art and design activities.</td>
</tr>
<tr>
<td></td>
<td>1.3 Apply knowledge and understanding of a range of critical perspectives to support own art and design practice.</td>
</tr>
<tr>
<td>2. Understand the contexts within which art and design is positioned.</td>
<td>2.1 Critically compare a range of contexts within which art and design is positioned.</td>
</tr>
<tr>
<td></td>
<td>2.2 Apply an understanding of a range of contextual parameters to support own creative development.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific activities with which students are asked to engage, are at the discretion of the centre.

This unit, which may be linked formally through a common assignment(s) with Units 1, 2 and 4, is designed to provide a coherent body of knowledge designed to develop the analytical and critical skills necessary to support informed creative activities. It is also designed to enable the student to develop an awareness and understanding of the broader contexts within which art and design activity is positioned.

This unit, together with Units 1, 2 and 4, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning in Units 5–13 and Unit 14 will be based.

It is therefore important to ensure that appropriate standards in both practical and theoretical activities, are achieved by students.

The learning for this unit may be delivered as a part of a studio, library, gallery or museum based project(s). The unit is designed to encourage student confidence and familiarity with critical analysis and contextual awareness.

A range of activities might include:

- An exploration of critical awareness through a range of delivery forms, including lectures, seminars, discussion groups and workshops. Whenever possible consideration should be given to linking activities supporting the learning for this unit to the learning for Units 1, 2 and 4.
- An exploration of contextual awareness, language and communication through a range of delivery forms, including lectures, seminars, discussion groups, workshops. Whenever possible consideration should be given to linking activities supporting the learning for this unit to the learning for Units 1, 2 and 4.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students’ portfolios of evidence and is subject to UAL Awarding Body’s external quality assurance. The assessment activities for this unit may be combined with those from Units 1, 2 and 4.

Evidence is not prescribed. It could typically include a record of critical analysis and contextual perspective presented in reports, extended textual forms, essays, digital recordings and other presentational forms. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 4

Introduction to materials, processes and technical skills in art and design

Level: 3
GLH: 70          TUT: 100          Credits: 10

Unit aim: Provide the student with an introduction to a range of materials and processes used in art and design, their particular characteristics, and the related technical skills necessary to record experiences and articulate ideas.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student can:</td>
</tr>
<tr>
<td>1. Understand materials, processes and technical skills used in art and design.</td>
<td>1.1 Critically compare a range of materials and processes used in art and design through experimental application.</td>
</tr>
<tr>
<td></td>
<td>1.2 Apply understanding of materials and processes to support own art and design activities.</td>
</tr>
<tr>
<td></td>
<td>1.3 Apply understanding of technical skills to support own art and design activities.</td>
</tr>
<tr>
<td></td>
<td>1.4 Evaluate the use of materials, processes and technical skills to support art and design activities.</td>
</tr>
</tbody>
</table>
Students should be encouraged to be adventurous and open-minded in exploring and evaluating a range of materials and processes. This unit is designed to provide them with hands-on experience.

Practical activities in this unit require students to identify and understand a range of materials and processes, and demonstrate their use in an appropriately skilful manner to ensure successful communication of experiences and ideas.

Students should be encouraged to relate their own experiences to the work of other artists and designers.

A range of activities might include:
- An exploration of a range of materials, processes and technical skills used in art and design
- An exploration of the application of materials, processes and technical skills to meet specified goals in art and design assignment(s)
- The use of discussion groups to analyse the effectiveness of various materials, processes and technical skills to achieve the identified creative goals.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement
This unit will be internally assessed and internally verified through students’ portfolios of evidence and is subject to UAL Awarding Body’s external quality assurance. The assessment activities for this unit may be combined with those from Units 1–3.

Evidence is not prescribed and could typically include reflective journals, workbooks, notebooks, portfolios of drawings, images and designs, digital material, constructed objects. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information
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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 5

An integrated approach to 2D problem solving in art and design

Level: 3
GLH: 60  TUT: 90  Credits: 9

Unit aim: Develop the student’s ability to critically analyse and integrate research, contextual understanding, materials, methods and skills to solve two-dimensional problems in art and design.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student can:</td>
</tr>
<tr>
<td>1. Be able to analyse and research a two-dimensional problem in art and design.</td>
<td>1.1 Analyse the requirements and parameters of a two-dimensional problem in art and design.</td>
</tr>
<tr>
<td></td>
<td>1.2 Apply research activities to support solutions to a two-dimensional problem in art and design.</td>
</tr>
<tr>
<td>2. Be able to use an integrated approach to two-dimensional problem solving in art and design.</td>
<td>2.1 Demonstrate the ability to plan, organise and prepare solutions to a two-dimensional problem in art and design.</td>
</tr>
<tr>
<td></td>
<td>2.2 Apply practical skills, understanding and methods to solve two-dimensional problems in art and design.</td>
</tr>
<tr>
<td>3. Be able to use evaluation to support solutions to problems in two dimensions in art and design.</td>
<td>3.1 Analyse the effectiveness of solutions to two-dimensional problems in art and design.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific 2D art and design activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide the student with an opportunity to integrate the knowledge, skills and understanding acquired in Units 1–4, to solve an identified two-dimensional art and design problem. The learning for this unit may be delivered as a part of a studio, environment, library, gallery or museum based project. The unit is designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified problem.

This unit provides students with a further opportunity to strengthen their visual, oral and written literacy through the exploration of solutions to identified art and design problems. Opportunities should be provided for students to articulate and record their perceptions, in written and visual forms, in relation to their proposed solutions. Discussion groups, seminars, workshops and lectures may all be used to support learning in this unit.

The learning for this unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in many art and design professions.

The learning for this unit may also be linked to the learning for Unit 6 and/or Unit 7.

The learning for this unit may be delivered through an externally set, client-led ‘live’ assignment, designed to improve students’ understanding of commercial constraints and strengthen their understanding of the need for a sound working methodology.

Students should be encouraged to relate their own experiences to the work of other artists and designers.

A range of activities might include:
- Internally set assignment(s) that contain a problem requiring a visual solution in two dimensions.
- An externally set assignment(s) that contains a problem requiring a visual solution in two dimensions.
- Exploration of a solution to an art or design problem.

The assignment(s) may be relatively simple or multifaceted, allowing a degree of student choice.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students’ portfolios of evidence and is subject to UAL Awarding Body’s external quality assurance. The assessment activities for this unit may be combined with those from Units 6 and 7.

Evidence is not prescribed and could typically include research, contextual perspectives and practical activities presented in workbooks, notebooks, reflective journals, digital material, preparatory studies, development sheets and completed proposals. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 6

An integrated approach to 3D problem solving in art and design

Level: 3
GLH: 60       TUT: 90       Credits: 9

Unit aim: Develop the student’s ability to critically analyse and integrate research, contextual understanding, materials, methods and skills to solve three-dimensional problems in art and design.

Learning outcomes
The student will:

1. Be able to analyse and research a three-dimensional problem in art and design.
2. Be able to use an integrated approach to three-dimensional problem solving in art and design.
3. Be able to use evaluation to support solutions to problems in three dimensions in art and design.

Assessment criteria
The student can:

1.1 Analyse the requirements and parameters of a three-dimensional problem in art and design.
1.2 Apply research activities to support solutions to a three-dimensional problem in art and design.
2.1 Demonstrate the ability to plan, organise and prepare solutions to a three-dimensional problem in art and design.
2.2 Apply practical skills, understanding and methods to solve three-dimensional problems in art and design.
3.1 Analyse the effectiveness of solutions to three-dimensional problems in art and design.
Indicative content, teaching strategies and learning activities
Centres delivering the qualification should design assignments that will provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific 3D art and design activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide the student with an opportunity to integrate the knowledge, skills and understanding acquired in Units 1–4, to solve an identified three-dimensional art and design problem.

The learning for this unit may be delivered as a part of a studio, environment, library, gallery or museum based project. The unit is designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified problem. It provides students with opportunities to strengthen their visual, oral and written literacy through the exploration of solutions to identified art and design problems.

Opportunities should be provided for students to articulate and record their perceptions, in written and visual forms, in relation to their proposed solutions. Discussion groups, seminars, workshops and lectures may all be used to support learning in this unit.

The learning for this unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in many art and design professions.

The learning for this unit may also be linked to the learning for Unit 5 and/or Unit 7.

The learning for this unit may be delivered through an externally set, client-led ‘live’ assignment encouraging students’ understanding of commercial constraints and strengthening their understanding of the need for a sound working methodology.

Students should be encouraged to relate their own experiences to the work of other artists and designers.

A range of activities might include:
- An internally set assignment(s) that contains a problem requiring a solution in three dimensions.
- An externally set assignment(s) that contains a problem requiring a solution in three dimensions.

The assignment(s) may be relatively simple or multifaceted, allowing a degree of student choice.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement
This unit will be internally assessed and internally verified through students’ portfolios of evidence and is subject to UAL Awarding Body’s external quality assurance. The assessment activities for this unit may be combined with those from Units 5 and 7.

Evidence is not prescribed and could typically include research, contextual perspectives and practical activities presented in workbooks, notebooks, reflective journals, digital material, preparatory studies, development sheets and completed proposals. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information
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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 7

An integrated approach to time-based problem solving

Level: 3  GLH: 60  TUT: 90  Credits: 9

Unit aim: Develop the student’s ability to critically analyse and integrate research, contextual understanding, materials, methods and skills to solve time-based problems in art and design.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student can:</td>
</tr>
</tbody>
</table>

1. Be able to analyse and research a time-based problem in art and design.  
   1.1 Analyse the requirements and parameters of a time-based problem in art and design.

2. Be able to use an integrated approach to time-based problem solving in art and design.  
   2.1 Demonstrate the ability to plan, organise and prepare solutions to a time-based problem in art and design.

3. Be able to use evaluation to support solutions to time-based problems in art and design.  
   3.1 Analyse the effectiveness of solutions to time-based problems in art and design.
Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific time-based art and design activities with which students are asked to engage, are at the discretion of the centre.

Time-based activities may include any form of communication that requires a narrative or sequence of images, sounds or information. They may directly explore and address traditional moving image media or support and extend other forms of art and design activity.

The technology used to meet the requirements of the unit is not specified. Rather, centres are encouraged to recognise the growth of new forms of technology and the manner in which they are transforming many forms of communication. It is not anticipated that centres will require high-end or expensive systems to deliver this unit, but will encourage creative use of any available technology.

This unit is designed to provide the student with an opportunity to integrate the knowledge, skills and understanding acquired in Units 1–4, to solve an identified time-based imaging problem.

The learning for this unit may be delivered as a part of a studio, environment, library, gallery or museum based project. The unit is designed to strengthen student confidence and familiarity with the range of activities needed to effectively solve an identified problem. It will provide students with a further opportunity to strengthen their visual, oral and written literacy through the exploration of solutions to identified art and design problems. Opportunities should be provided for students to articulate and record their perceptions, in written and visual form, in relation to their proposed solutions. Discussion groups, seminars, workshops and lectures may all be used to support learning in this unit.

The learning for this unit may be delivered through assignments that encourage or require team-working. It is important to recognise that teamwork is standard practice in many art and design professions.

The learning for this unit may also be linked to the learning for Unit 5 and/or unit 6.

The learning for this unit may be delivered through an externally set, client-led ‘live’ assignment to improve students’ understanding of commercial constraints and strengthening their understanding of the need for a sound working methodology. Students should be encouraged to relate their own experiences to the work of other artists and designers.

A range of activities might include:

- An internally set assignment(s) that contains a problem requiring a visual solution through time-based imaging.
- An externally set assignment(s) that contains a problem requiring a visual solution through time-based imaging. The assignment(s) may be relatively simple or multifaceted, allowing a degree of student choice.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. The assessment activities for this unit may be combined with those from Units 5 and 6.

Evidence is not prescribed and could typically include research, contextual perspectives and practical activities presented in workbooks, notebooks, reflective journals, digital material, development work, animations, and completed time based proposals. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
# Unit 8
Developing an art and design project

## Level: 3  
GLH: 140  
TUT: 360  
Credits: 36

**Unit aim:** The student will make use of the skills, knowledge and understanding developed in previous units to complete an art and design project. This unit will also provide an opportunity for the student to explore in greater depth an art and design activity of their choice.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student can:</td>
</tr>
<tr>
<td>1. Understand the requirements of an art and design project.</td>
<td>1.1 Analyse the requirements and parameters of an art and design project.</td>
</tr>
<tr>
<td>2. Be able to complete an art and design project.</td>
<td>2.1 Analyse a range of research sources to support an art and design project.</td>
</tr>
<tr>
<td></td>
<td>2.2 Interpret research activity to develop ideas and creative proposals.</td>
</tr>
<tr>
<td></td>
<td>2.3 Demonstrate the ability to plan, organise and develop an art and design project.</td>
</tr>
<tr>
<td></td>
<td>2.4 Apply practical skills and theoretical knowledge and understanding to complete an art and design project within an agreed time-frame.</td>
</tr>
<tr>
<td>3. Be able to evaluate an art and design project.</td>
<td>3.1 Critically evaluate an art and design project against the agreed requirements and parameters.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific art and design activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide an opportunity for students to use the skills, knowledge and understanding developed in the previous units to respond to the requirements of an art and design project. The learning for this unit should be structured to allow students the opportunity to exercise a degree of self-direction in developing a project within specified constraints.

Learning for this unit may be combined with learning for Unit 9. It will be important for centres to provide a structure that is appropriately supportive whilst encouraging student initiative and ambition. Good practice will ensure that students are provided with an opportunity to discuss their intentions with delivery staff prior to committing themselves to a coherent project proposal. It is also important that students recognise the value of dialogue and communication, with both their peers and professional staff, in the analysis and evaluation of their ideas and ambitions. The format of the project proposal should be determined by the centre.

Students should be encouraged to recognise that they will need to be realistic in terms of achievable goals, material resources and time management, whilst developing a creative and imaginative solution.

Students may choose to work within a team to complete a project but individual responsibilities and contributions to the project will need to be clearly identifiable.

The unit provides an ideal opportunity for students to extend and develop the use of a personal reflective journal to record their ideas and perceptions in the development, execution and evaluation of the project.

The learning for this unit should be delivered in a studio environment or through workshop based project(s) designed to encourage students to start taking responsibility for the direction and organisation of their own learning. Students should be encouraged to adopt a reflective and evaluative attitude at all stages in the completion of the project.

Students should also be encouraged to relate their own experiences to the work of other relevant artists and designers.

Centres should adopt a delivery approach that supports the development of the particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally and externally moderated through students’ portfolios of evidence against the unit outcomes and assessment criteria.

Evidence is not prescribed and could typically include personal reflective journals, workbooks, notebooks, portfolios of drawings, images and designs, digital material, constructed objects. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
## Unit 9

**Opportunities for progression in art and design**

<table>
<thead>
<tr>
<th>Level: 3</th>
<th>TUT: 50</th>
<th>Credits: 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>GLH: 30</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Unit aim:** Introduce the range of progression opportunities within art and design education and the related employment market and to support informed application to art and design education or art and design related employment.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student can:</td>
</tr>
<tr>
<td>1. Understand progression opportunities within art and design.</td>
<td>1.1 Critically describe progression opportunities within art and design education or related employment.</td>
</tr>
<tr>
<td>1. Use knowledge and understanding of progression opportunities to support progress within art and design education or related employment.</td>
<td>1.2 Use knowledge and understanding of progression opportunities to support progress within art and design education or related employment.</td>
</tr>
<tr>
<td>2. Understand communication skills for art and design.</td>
<td>2.1 Critically describe communication skills for progression within art and design education or related employment.</td>
</tr>
<tr>
<td>2. Use communication skills to support progression within art and design education or related employment.</td>
<td>2.2 Use communication skills to support progression within art and design education or related employment.</td>
</tr>
<tr>
<td>3. Understand presentation skills for art and design.</td>
<td>3.1 Critically describe presentation skills for progression within art and design education or related employment.</td>
</tr>
<tr>
<td>3. Use presentation skills to support progression within art and design education or related employment.</td>
<td>3.2 Use presentation skills to support progression within art and design education or related employment.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities
Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific art and design activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to develop students’ understanding of the range of educational and career opportunities within art and design. The unit should be used to encourage the development of a range of effective presentation and communication skills appropriate to progression opportunities within art and design.

Learning for this unit may be combined with learning for Unit 8.

The learning for this unit should be delivered through a range of appropriately structured research and investigative activities and other analytical tools combined with opportunities for the students to explore and develop a range of communication and presentational tools appropriate for application and interview processes.

A range of activities might include lectures, discussions, workshops, simulations, demonstrations, visits or other supporting activities.

Students should understand:
- The characteristics of a range of art and design activities
- The range of progression opportunities available within art and design education or art and design employment
- How to organise and present themselves and their work to ensure effective communication to an identified audience.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement
This unit will be internally assessed and internally verified through students’ portfolios of evidence and is subject to UAL Awarding Body’s external quality assurance.

The assessment activities for this unit may be combined with those for Unit 8.

Evidence is not prescribed and could typically include records of research, analysis and evaluation presented in workbooks, digital material, notebooks or personal reflective journals.

It could also include records of the exploration and development of effective communication and presentational forms presented in workbooks, digital format, visual development work, images, designs, media, artefacts, notebooks, personal reflective journals, reports, extended writing.

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

Additional information
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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific art and design activities with which students are asked to engage, are at the discretion of the Centre.

This unit is designed to develop the student’s understanding of the range of educational and career opportunities within art and design. The unit should be used to encourage the development of a range of effective presentation and communication skills appropriate to progression opportunities within art and design.

Learning for this unit may be combined with learning for unit 8.

The learning for this unit should be delivered through a range of appropriately structured research and investigative activities and other analytical tools combined with opportunities for the students to explore and develop a range of communication and presentational tools appropriate for application and interview processes.

A range of activities might include lectures, discussions, workshops, simulations, demonstrations, visits or other supporting activities.

Students should understand:

- The characteristics of a range of art and design activities
- The range of progression opportunities available within art and design education or art and design employment.
- How to organise and present themselves and their work to ensure effective communication to an identified audience.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and moderated through a student’s portfolio of evidence against the learning outcomes and assessment criteria.

The assessment activities for this unit may be combined with those for Unit 8.

Evidence is not prescribed. It could typically include:

- Records of research, analysis and evaluation presented in workbooks, digital material, notebooks or personal reflective journals
- Records of the exploration and development of effective communication and presentational forms presented in workbooks, digital format, visual development work, images, designs, media, artefacts, notebooks, personal reflective journals, reports, extended writing.

This list is not exhaustive.

Students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
## Unit 10

**Characteristics and contexts in art and design**

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student will:</strong></td>
<td><strong>The student can:</strong></td>
</tr>
<tr>
<td>1. Understand the characteristics and context for a chosen art and design activity.</td>
<td>1.1 Analyse the characteristics and context for a chosen art and design activity.</td>
</tr>
<tr>
<td></td>
<td>1.2 Use analysis to develop research activity.</td>
</tr>
<tr>
<td></td>
<td>1.3 Interpret research activity to develop ideas and creative proposals.</td>
</tr>
<tr>
<td>2. Be able to use knowledge of the characteristics and context of an art and design activity.</td>
<td>2.1 Use knowledge of the characteristics and context to plan and develop creative solutions for a chosen art and design activity.</td>
</tr>
<tr>
<td></td>
<td>2.2 Select appropriate materials to develop creative solutions for a chosen art and design activity.</td>
</tr>
<tr>
<td></td>
<td>2.3 Apply practical skills, knowledge and understanding of the characteristics and operational context to produce creative solutions for a chosen art and design activity.</td>
</tr>
<tr>
<td>3. Be able to use evaluation in support of art and design activity.</td>
<td>3.1 Critically evaluate creative solutions against identified characteristics and context for a chosen art and design activity.</td>
</tr>
<tr>
<td></td>
<td>3.2 Critically reflect on learning to inform personal development.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific art and design activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to further develop students’ understanding of the particular characteristics of a range of art and design activities and the contexts within which those activities exist and operate. It is intended that this understanding is achieved through a range of practical and theoretical activities.

Most importantly, the unit provides an opportunity for students to critically examine their own strengths and capabilities in relationship to a range of art and design activities and their defined, or emerging, ambitions and longer-term goals, either within employment or higher education.

The learning for this unit should be delivered through a range of appropriately structured practical and investigative assignments, designed to enhance student self-knowledge in relationship to identified art and design activities. Students should be encouraged to relate their own experiences to the work of other artists and designers.

A range of activities might include lectures, discussions, practical studio workshops, demonstrations, visits or other supporting activities.

Students should understand:
- The characteristics of a range of art and design activities and the contexts in which they operate
- Their own strengths in relation to the requirements of a range of art and design activities.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students’ portfolios of evidence and is subject to UAL Awarding Body’s external quality assurance.

Evidence is not prescribed and could typically include records of an exploration of the characteristics of a range of art and design presented in images and objects, designs, workbooks, digital material, notebooks, personal reflective journals, reports, extended writings and essays. It could also include records of an exploration of their own strengths presented in images and objects, designs, workbooks, digital forms, notebooks, personal reflective journals.

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

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated art and design studios, workshops, IT facilities and information and research sources. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
### Unit 11

**Preparation for progression in art and design**

---

**Level: 3**  
**GLH: 30**  
**TUT: 50**  
**Credits: 5**

**Unit aim:** Develop knowledge and understanding of progression routes and related application processes within art and design. To prepare the candidate for entry and application to Higher Education or employment within art and design.

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student can:</td>
</tr>
<tr>
<td>1. Understand progression routes and related application processes.</td>
<td>1.1 Critically describe progression routes and related application processes within art and design education or related employment.</td>
</tr>
<tr>
<td>1.2 Use knowledge and understanding of progression routes and related application processes to support own development and meet identified goals.</td>
<td></td>
</tr>
<tr>
<td>2. Understand communication skills and knowledge for progression routes.</td>
<td>2.1 Critically describe the communication skills and knowledge required to make application to progression routes within art and design.</td>
</tr>
<tr>
<td>2.2 Use understanding of the communication skills and knowledge required to make application to progression routes within art and design to support own development and meet identified goals.</td>
<td></td>
</tr>
<tr>
<td>3. Understand presentation skills and knowledge required to make application to progression routes.</td>
<td>3.1 Critically describe the presentation skills and knowledge required to make applications to progression routes within art and design.</td>
</tr>
<tr>
<td>3.2 Use understanding of the presentation skills and knowledge required to make application to progression routes within art and design to support own development and meet identified goals.</td>
<td></td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific art and design activities with which students are asked to engage, are at the discretion of the centre. This unit may be delivered during parts of both years one and two.

This unit is designed to develop students’ understanding of the range of educational and career routes within art and design and the related application processes and systems. The unit should be used to encourage students’ development of a range of effective presentation and communication skills appropriate to an identified progression route within art and design.

The learning for this unit should be delivered through a variety of appropriately structured research and investigative activities and other analytical tools, combined with opportunities for the student to explore and develop a range of communication and presentational tools appropriate for application and interview processes.

Students should be encouraged to relate their own experiences to the work of other artists and designers.

A range of activities might include lectures, discussions, workshops, simulations, demonstrations, visits or other supporting activities.

Students should understand:

- The characteristics of the art and design activity that they are proposing to pursue
- The range of progression routes available within a chosen educational or career pathway
- How to organise and present themselves and their work to ensure effective communication to an identified audience.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students’ portfolios of evidence and is subject to UAL Awarding Body’s external quality assurance.

The assessment activities for this unit may be combined with those for Unit 10.

Evidence is not prescribed and could typically include records of research, analysis and evaluation presented in workbooks, digital material, notebooks or personal reflective journals. It could also include records of the exploration and development of effective communication and presentational forms presented in workbooks, digital format, visual development work, images, designs, media, artefacts, notebooks, personal reflective journals, reports and extended writing. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.
Unit 12

Engaging with an audience in art and design

Level: 3
GLH: 180  TUT: 270  Credits: 27

Unit aim: Develop the student’s knowledge of, and responsiveness to, the distinctive and individual audiences for specific art and design activities and to use this knowledge and understanding to develop more focused and enhanced creative solutions to art and design problems.

Learning outcomes
The student will:

1. Understand the audience for a chosen art and design activity.
2. Be able to plan and implement art and design activity for an identified audience.
3. Be able to use evaluation in support of art and design activity for an identified audience.

Assessment criteria
The student can:

1. Analyse the characteristics of the audience for a chosen art and design activity.
2. Use analysis to develop research activity.
3. Interpret research activity to develop ideas and creative proposals for a chosen art and design audience.
4. Demonstrate independence in decision making, planning and developing creative solutions.
5. Select appropriate materials and processes to develop creative solutions.
6. Apply practical skills, knowledge and understanding of an audience to produce creative solutions for a chosen art and design activity.
7. Critically evaluate creative solutions against identified audience characteristics.
8. Critically evaluate and reflect on learning to inform personal development.
Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students’ portfolios of evidence and is subject to UAL Awarding Body’s external quality assurance.

Evidence is not prescribed and could typically include records of personal development and identity presented in: images and objects, designs, multimedia, visual development work, workbooks, digital material, notebooks, personal reflective journals, reports and extended writing. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

Additional information

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. Centres must provide an appropriate level of access to dedicated general studios and an adequate flexible or open access provision in more specialist areas.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the candidate to achieve the assessment criteria. The length and complexity of the assignment(s), and the specific art and design activities with which students are asked to engage, are at the discretion of the centre.

This unit is designed to provide the student with an extended opportunity to demonstrate their understanding of the audience for their chosen area of art and design activity and their abilities to provide creative responses to complex creative problems.

Centres are encouraged to provide a range of challenging assignments that will stimulate creativity whilst encouraging students to consider their audience and recognise that solving complex creative problems requires considerable investment in appropriate research, planning, preparation, ideas development and the final delivery of a solution within an agreed time-frame.

It is likely that much of the evidence produced for this unit will be used within student portfolios when making application to higher education institutions.

By this stage of the qualification students should not only be, conversant with the work of a range of artists and designers, but also prepared to articulate the relationship between that work and their own with confidence.

Although the learning for this unit should be delivered through a range of appropriately structured assignments, it is important that the needs of students at this stage of the qualification are identified and appropriately supported.

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.
Unit 13

Project proposal and realisation in art and design

Level: 3  
GLH: 180  
TUT: 450  
Credits: 45

Unit aim: Enable the candidate to take responsibility for their own learning by demonstrating their achievement in proposing and realising a project which integrates contextual perspective, research, problem solving, planning and organisation, evaluation and reflection, and practical, technical and presentational skills.

Learning outcomes  
The student will:  

1. Be able to initiate and develop an art and design project proposal.

2. Be able to research, analysis and evaluation to develop solutions for an art and design project.

Assessment criteria  
The student can:

1.1 Use critical and contextual perspectives to initiate a personal self-directed art and design project proposal.

1.2 Use analysis and evaluation to clarify and develop a personal self-directed art and design project proposal.

2.1 Use research to support the development of a personal self-directed art and design project.

2.2 Use analytical and evaluative skills to develop creative solutions to realise a personal self-directed art and design project.
<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student can:</td>
</tr>
</tbody>
</table>
| 3. Be able to solve practical, theoretical and technical problems in an art and design project. | 3.1 Solve practical and technical problems within a personal self-directed art and design project.  
3.2 Solve theoretical problems within a personal self-directed art and design project. |
| 4. Be able to plan, organise and produce an art and design project. | 4.1 Demonstrate the ability to plan, organise and produce a personal self-directed art and design project within an agreed time-frame. |
| 5. Be able to use practical methods and skills in an art and design project. | 5.1 Demonstrate the application of practical methods and skills in the realisation of a personal self-directed art and design project. |

<table>
<thead>
<tr>
<th>Learning outcomes</th>
<th>Assessment criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>The student can:</td>
</tr>
</tbody>
</table>
| 6. Be able to use evaluative and reflective skills in an art and design project. | 6.1 Maintain evaluative and reflective records of the development of a personal self-directed art and design project.  
6.2 Use evaluative and reflective skills to make decisions for a personal self-directed art and design project. |
| 7. Be able to present an art and design project. | 7.1 Explore strategies to present a personal self-directed art and design project.  
7.2 Present a personal self-directed art and design project to a specified audience. |
Units and indicative content
Indicative content, teaching strategies and learning activities

It is important to note that Unit 13 (set at Level 3) and Unit 14 (set at Level 4), have identical aims and learning outcomes but different assessment criteria. It is anticipated that centres will deliver the learning for these units together. Achievement at Level 3 (Unit 13) or Level 4 (Unit 14), will be determined by the assessment evidence submitted by the student.

Centres delivering the qualification should ensure that the candidate’s proposal and realisation for Unit 13 provides the learning necessary to enable the candidate to achieve the assessment criteria at Level 3. This unit aims to provide candidates with an opportunity to take control of their own learning by independently initiating, researching, implementing and evaluating a project proposal and realisation within a chosen professional context. The degree of self-direction that students will be required to display is in recognition of the educational model prevalent within Higher Education. The choice of the proposed subject, subsequent research, and all relevant activity will be defined by the student. Learning support should only be provided through normal tutorials and seminars.

Students should understand:
- A range of critical and contextual perspectives and approaches which can be used in the development of a project proposal
- The need for research, which has relevance and appropriate depth and breadth to support their project development and realisation
- How to analyse and evaluate research evidence to support ideas development
- How to integrate practical, theoretical and technical understanding to realise their project
- How to maintain and use records of critical analysis and evaluation to support the decision making process
- How to articulate, in an appropriate form, an analysis and evaluation of the working processes which have led to the realisation of their project proposal
- How to use appropriate forms and techniques to present themselves and their work.

As students will need to balance ambition, time, and resources in the realisation of the project, a timetabled action plan must be included. A bibliography is also required detailing all research sources. Further information is provided in UAL Awarding Body’s supporting document Project Proposal: Guidance for Candidates (pages 46–47).

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

This unit requires students to produce a written project proposal of about 500 words that should include the following:
- A review of progress and achievement to date
- Project concept
- Evaluation.

Methods of assessment and evidence of achievement

This unit will be internally assessed, internally and externally moderated through students’ portfolios of evidence against the learning outcomes and assessment and grading criteria.

This unit is graded Pass, Merit and Distinction, and determines the final overall grade awarded for the Extended Diploma. A student who submits evidence that fails to meet the assessment criteria will be referred.

Evidence is not prescribed and could typically include records of planning, research and ideas development presented in workbooks, digital format, notebooks or personal reflective journals. They also might include records of analysis and reflection presented in workbooks, digital format, notebooks or personal reflective journals. Records of project development and realisation could be presented in workbooks, digital format, visual development work, images, designs, media, artefacts, notebooks, personal reflective journals. Records of presentations and communications could be presented in workbooks, digital format, notebooks or personal reflective journals.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment and grading criteria.
Unit 14

Project proposal and realisation in art and design

Level: 4  
GLH: 180  
TUT: 450  
Credits: 45

Unit aim: Enable the student to take responsibility for their own learning by demonstrating their achievement in proposing and realising a project which integrates contextual perspective, research, problem solving, planning and organisation, evaluation and reflection, and practical, technical and presentational skills.

Learning outcomes
The student will:

1. Be able to initiate and develop an art and design project proposal.

2. Be able to use research, analysis and evaluation to develop solutions for an art and design project.

Assessment criteria
The student can:

1.1 Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal.

1.2 Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal.

2.1 Use wide-ranging and in-depth research to support the development of a personal self-directed art and design project.

2.2 Use analytical and evaluative skills to develop a range of creative solutions to realise a personal, self-directed art and design project.
### Learning outcomes
The student will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>Be able to solve practical, theoretical and technical problems in art and design project.</td>
</tr>
<tr>
<td>4.</td>
<td>Be able to plan, organise and produce an art and design project.</td>
</tr>
<tr>
<td>5.</td>
<td>Be able to use practical methods and skills in an art and design project.</td>
</tr>
</tbody>
</table>

### Assessment criteria
The student can:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Solve complex practical and technical problems within a personal self-directed art and design project.</td>
</tr>
<tr>
<td>3.2</td>
<td>Solve complex theoretical problems within a personal self-directed art and design project.</td>
</tr>
<tr>
<td>4.1</td>
<td>Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time-frame.</td>
</tr>
<tr>
<td>5.1</td>
<td>Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project.</td>
</tr>
</tbody>
</table>

### Learning outcomes
The student will:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Be able to use evaluative and reflective skills in an art and design project.</td>
</tr>
<tr>
<td>7.</td>
<td>Be able to present an art and design project.</td>
</tr>
</tbody>
</table>

### Assessment criteria
The student can:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project.</td>
</tr>
<tr>
<td>6.2</td>
<td>Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project.</td>
</tr>
<tr>
<td>7.1</td>
<td>Explore a range of considered strategies to present a personal self-directed art and design project.</td>
</tr>
<tr>
<td>7.2</td>
<td>Present a personal self-directed art and design project skilfully and proficiently to a specified audience.</td>
</tr>
</tbody>
</table>
Indicative content, teaching strategies and learning activities

It is important to note that Unit 13 (set at Level 3) and Unit 14 (set at Level 4) have identical aims and learning outcomes but different assessment criteria. It is anticipated that centres will deliver the learning for these units together. Achievement, at Level 3 (Unit 13) or Level 4 (Unit 14), will be determined by the assessment evidence submitted by the student.

Centres delivering the qualification should ensure that the candidate’s proposal and realisation for Unit 14 provides the learning necessary to enable the candidate to achieve the assessment criteria at Level 4.

This unit aims to provide candidates with an opportunity to take control of their own learning by independently initiating, researching, implementing and evaluating a project proposal and realisation within a chosen professional context. The degree of self-direction that students will be required to display is in recognition of the educational model prevalent within Higher Education.

The choice of the proposed subject, subsequent research, and all relevant activity will be defined by the student. Learning support should only be provided through normal tutorials and seminars.

Students should understand:

- A range of critical and contextual perspectives and approaches which can be used in the development of a project proposal
- The need for research which has relevance and appropriate depth and breadth to support their project development and realisation
- How to analyse and evaluate research evidence to support ideas development
- How to integrate practical, theoretical and technical understanding to realise their project
- How to maintain and use records of critical analysis and evaluation to support the decision making process
- How to articulate, in an appropriate form, an analysis and evaluation of the working processes which have led to the realisation of their project proposal
- How to use appropriate forms and techniques to present themselves and their work.

This unit requires students to produce a written project proposal of about 500 words that should include the following:

- A review of progress and achievement to date
- Project concept
- Evaluation.

As students will need to balance ambition, time, and resources in the realisation of the project a timetabled action plan must be included. A bibliography is also required detailing all research sources. Further information is provided in UAL Awarding Body’s supporting document Project Proposal: Guidance for Candidates (pages 46–47).

Centres should adopt a delivery approach that supports the development of their particular students. The aims and aspirations of all students, including those with identified special needs, should be considered and appropriate support mechanisms put in place.

Methods of assessment and evidence of achievement

This unit will be internally assessed, internally and externally moderated through students’ portfolios of evidence against the learning outcomes and assessment and grading criteria.

This unit is graded Pass, Merit and Distinction, and determines the final overall grade awarded for the Extended Diploma. A student who submits evidence that fails to meet the assessment criteria will be referred.

Evidence is not prescribed. It could typically include records of planning, research and ideas development presented in workbooks, digital format, notebooks or personal reflective journals.

Records of analysis and reflection could be presented in workbooks, digital format, notebooks or personal reflective journals.

Records of project development and realisation could be presented in workbooks, digital format, visual development work, images, designs, media, artefacts, notebooks, personal reflective journals.

Records of presentations and communications presented in workbooks, digital format, notebooks or personal reflective journals.

This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment and grading criteria.
Unit 8

Developing an art and design project

Guidance for students

In producing the project proposal, and in preparing for the project realisation, you should familiarise yourself with Unit 8 of the qualification. In particular, you should understand the assessment and grading criteria, which will be used to determine your standards of achievement. Unit 8 requires that you produce a project proposal of about 350 words, excluding the project plan and bibliography. Project proposals should not be so succinct that they do not address the requirements listed below, nor should they be excessively long or unfocused.

The project proposal must be word processed and should contain the following:

- Centre name and number
- Candidate name and number
- Project proposal title and date
- Main area of activity/pathway e.g. art, fashion, illustration.

Section 1
Rationale (approximately 100 words).
This section provides you with an opportunity to reflect on, review and summarise your progress and achievements through the first seven units of the qualification, and the knowledge, skills and understanding you have acquired; What you know now, and what it means to you, compared with what you knew and could do before you started the course and how this has influenced your choice of pathway and your project proposal.
Section 2
Project concept (approximately 200 words).
This section provides an opportunity for you to clearly explain the concept and aims of your project, the research and ideas that will support its development, what you anticipate producing, the levels and types of resources that you will need and an indication of the form in which you will complete and present your project realisation within the allocated timescale.

Section 3
Evaluation (approximately 50 words).
This section provides an opportunity for you to explain how you will reflect on and evaluate your work, as both an ongoing activity and at the conclusion of the project. You should describe how you intend to record your decision-making and how you will document changes to your ideas as work progresses. The evaluation should reference your stated aims and be reflective and analytical rather than a description of actions completed.

Additional requirements
(not included in the 350 word limit of the proposal):

Proposed research sources and bibliography (Harvard format)
This section provides an opportunity to record the initial research sources that you intend to use, both primary and secondary. Your sources of research should be as wide as possible, including: libraries, museums and galleries, books, film, magazines, TV/radio programmes, websites etc. Where appropriate you should use the Harvard system of referencing. The bibliography should be continuously updated as the project progresses.

Project action plan and timetable
This section provides you with an opportunity to outline your planning and organisation over a period of weeks and the activities you will need to carry out in order to successfully complete your project within the agreed time-frame. It is important that you consider the ambition, scope and time carefully to ensure that your project is realistic.

This project plan should outline what you are going to do, how you will do it and by when. The more time and thought you give to planning your project the more successful it is likely to be. Remember to include time taken to visit sources; sourcing materials, questionnaires, access to workshops, tutorial and peer group feedback opportunities and where you will incorporate independent study.
You should familiarise yourself with Units 13 and 14 of the qualification when producing the project proposal and preparing for the project realisation. In particular you should understand the assessment and grading criteria which will be used to determine your standards of achievement.

Units 13 and 14 require you to produce a project proposal of about 500 words, excluding the project plan and bibliography. Project proposals should not be so succinct that they do not address the requirements listed below nor should they be excessively long and unfocused.

The project proposal must be word processed and should contain the following:

Project proposal template
- Centre name and number
- Candidate name and number
- Project proposal title and date
- Main area of activity/pathway e.g. art, fashion, illustration.

Section 1
Rationale (approximately 150 words).
A review of progress and achievement through the course. This provides an opportunity for you to reflect on, review and summarise your progress and achievements through the first 12 units of the programme and express the knowledge, skills and understanding acquired; what you know now, and what it means to you, compared with what you knew and could do before you started the course.

It also provides an opportunity for you to explain your reasons for choosing a particular
pathway and to outline your longer term aspirations. You should reflect upon how your choice of a particular pathway has informed your project proposal and what immediate aspirations will be satisfied through the project realisation.

Section 2
Project concept (approximately 250 words).

This section provides you with an opportunity to clearly explain the concept and aims of your project, the ideas that will support and nourish its development, the research that you will undertake, what you anticipate producing, the levels and types of resources that you will need and an indication of the form in which you will present the project realisation.

You should recognise that throughout the project realisation you may, in response to the evolution of your ideas and or the availability of facilities and materials, make decisions which result in changes to the project concept and aims. It is important that any process of change is documented in both the work itself and through supporting records e.g. a personal reflective journal.

Section 3
Evaluation (approximately 100 words).

This section, focussed on evaluation, provides an opportunity for you to explain how you will reflect on and evaluate your work throughout the project development as well as at the conclusion of the project. The critical review should reference the project aims and be reflective and analytical of learning and achievement rather than a narrative of actions completed.

Additional requirements (not included in the 500 word limit of the proposal):

Project action plan and timetable
This section provides an opportunity to outline the sequence of actions necessary to progress the project over a period of weeks so that it may be brought to a successful conclusion within the agreed time-frame. It is important that you consider the ambition, scope and time carefully to ensure that your project is realistic.

Bibliography (Harvard format)
This provides an opportunity to formally record the research sources that you have used. You should record your initial research sources for the project proposal and then continuously update the bibliography as the project progresses.
Unit 8: Developing an art and design project

Unit 8 is the penultimate unit of the Level 3 Diploma in Art & Design, and the end of the first year of the Level 3 Extended Diploma in Art & Design. It allows the evidence submitted by the candidate to be assessed and graded.

The overall grade for the Level 3 Diploma in Art & Design is determined by the student’s achievement in Unit 8: Developing an art and design project.

All internal assessment and grading decisions are subject to external moderation. Assessment for Unit 8 should make reference to the Level 3 grade exemplification matrix (see pages 54–55).

The grades that can be achieved are:

- **Referral**
  If a candidate provides insufficient evidence to meet all of the assessment criteria then that candidate is referred. The candidate has one further opportunity to redeem the referral by submitting additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

- **Fail**
  If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

- **Pass**
  To achieve a Pass grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 8.

- **Merit**
  To achieve a Merit grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 8 plus all of the following Merit grade criteria listed here.

- **Distinction**
  To achieve a Distinction grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 8 plus all of the following Merit and Distinction grade criteria listed here.

1.1 Context

**Pass**
Analyse the requirements and parameters of an art and design project to a satisfactory standard.

**Merit**
Analyse the requirements and parameters of an art and design project to a high standard.

**Distinction**
Analyse the requirements and parameters of an art and design project to a very high standard.

2.1 Research

**Pass**
Analyse a range of research sources to support an art and design project to a satisfactory standard.

**Merit**
Analyse a range of research sources to support an art and design project to a high standard.

**Distinction**
Analyse a range of research sources to support an art and design project to a very high standard.
## Grade criteria

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.2 Problem solving</strong></td>
<td><strong>Pass</strong></td>
<td>Interpret research activity to develop ideas and creative proposals to a satisfactory standard.</td>
</tr>
<tr>
<td><strong>Merit</strong></td>
<td></td>
<td>Interpret research activity to develop ideas and creative proposals to a high standard.</td>
</tr>
<tr>
<td><strong>Distinction</strong></td>
<td></td>
<td>Interpret research activity to develop ideas and creative proposals to a very high standard.</td>
</tr>
<tr>
<td><strong>2.3 Planning and production</strong></td>
<td><strong>Pass</strong></td>
<td>Demonstrate the ability to plan, organise and develop an art and design project to a satisfactory standard.</td>
</tr>
<tr>
<td><strong>Merit</strong></td>
<td></td>
<td>Demonstrate the ability to plan, organise and develop an art and design project to a high standard.</td>
</tr>
<tr>
<td><strong>Distinction</strong></td>
<td></td>
<td>Demonstrate the ability to plan, organise and develop an art and design project to a very high standard.</td>
</tr>
<tr>
<td><strong>2.4 Practical skills</strong></td>
<td><strong>Pass</strong></td>
<td>Apply practical skills, theoretical knowledge and understanding to complete an art and design project within an agreed time-frame and to a satisfactory standard.</td>
</tr>
<tr>
<td><strong>Merit</strong></td>
<td></td>
<td>Apply practical skills, theoretical knowledge and understanding to complete an art and design project within an agreed time-frame and to a high standard.</td>
</tr>
<tr>
<td><strong>Distinction</strong></td>
<td></td>
<td>Apply practical skills, theoretical knowledge and understanding to complete an art and design project within an agreed time-frame and to a very high standard.</td>
</tr>
<tr>
<td><strong>3.1 Evaluation and reflection</strong></td>
<td><strong>Pass</strong></td>
<td>Critically evaluate an art and design project against the agreed requirements and parameters to a satisfactory standard.</td>
</tr>
<tr>
<td><strong>Merit</strong></td>
<td></td>
<td>Critically evaluate an art and design project against the agreed requirements and parameters to a high standard.</td>
</tr>
<tr>
<td><strong>Distinction</strong></td>
<td></td>
<td>Critically evaluate an art and design project against the agreed requirements and parameters to a very high standard.</td>
</tr>
</tbody>
</table>
## Unit 13: Project proposal and realisation in art and design (Level 3)

The overall grade for the Level 3 Extended Diploma in Art & Design is determined by the candidate’s achievement on the final unit of the qualification. The final unit may be achieved at either Level 3 (Unit 13) or Level 4 (Unit 14 - see overleaf) depending on the performance of the candidate.

Unit 13 is set at Level 3 and requires evidence submitted by the candidate to be assessed and graded.

All internal assessment and grading decisions are subject to external moderation. Assessment for Unit 13 should make reference to the Level 3 grade exemplification matrix (see pages 54–55).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Context</th>
<th>Pass</th>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a satisfactory standard.</td>
<td>Use critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a satisfactory standard.</td>
<td>Use critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a high standard.</td>
<td>Use critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a very high standard.</td>
<td></td>
</tr>
<tr>
<td>Use research to support the development of a personal self-directed art and design project to a satisfactory standard. Use analytical and evaluative skills to develop creative solutions to realise a personal self-directed art and design project to a satisfactory standard.</td>
<td>Use research to support the development of a personal self-directed art and design project to a high standard. Use analytical and evaluative skills to develop creative solutions to realise a personal self-directed art and design project to a very high standard.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Grade criteria

The grades that can be achieved are:

- **Referral**  
  If a candidate provides insufficient evidence to meet all of the assessment criteria then that candidate is referred. The candidate has one further opportunity to redeem the referral by submitting additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

- **Fail**  
  If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

- **Pass**  
  To achieve a Pass grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 13.

- **Merit**  
  To achieve a Merit grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 13 plus all of the following Merit grade criteria listed here.

- **Distinction**  
  To achieve a Distinction grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 13 plus all of the following Merit and Distinction grade criteria listed here.
Merit
Use research to support the development of a personal self-directed art and design project to a high standard. Use analytical and evaluative skills to develop creative solutions to realise a personal self-directed art and design project to a high standard.

Distinction
Use research to support the development of a personal self-directed art and design project to a very high standard. Use analytical and evaluative skills to develop creative solutions to realise a personal self-directed art and design project to a very high standard.

3. Problem solving
Pass
Solve practical, technical and theoretical problems within a personal self-directed art and design project to a satisfactory standard.

Merit
Solve practical, technical and theoretical problems within a personal self-directed art and design project to a high standard.

Distinction
Solve practical, technical and theoretical problems within a personal self-directed art and design project to a very high standard.

4. Planning and production
Pass
Demonstrate the ability to plan, organise and produce a personal self-directed art and design project within an agreed time frame and to a satisfactory standard.

Merit
Demonstrate the ability to plan, organise and produce a personal self-directed art and design project within an agreed time frame and to a high standard.

Distinction
Demonstrate the ability to plan, organise and produce a personal self-directed art and design project within an agreed time frame and to a very high standard.

5. Practical skills
Pass
Demonstrate the application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a satisfactory standard.

Merit
Demonstrate the application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a high standard.

Distinction
Demonstrate the application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a very high standard.

6. Evaluation and reflection
Pass
Maintain evaluative and reflective records of the development of a personal self-directed art and design project to a satisfactory standard. Use evaluative and reflective skills to make decisions in support of a personal self-directed art and design project to a satisfactory standard.

Merit
Maintain evaluative and reflective records of the development of a personal self-directed art and design project to a high standard. Use evaluative and reflective skills to make decisions in support of a personal self-directed art and design project to a high standard.

Distinction
Maintain evaluative and reflective records of the development of a personal self-directed art and design project to a very high standard. Use evaluative and reflective skills to make decisions in support of a personal self-directed art and design project to a very high standard.

7. Presentation
Pass
Explore strategies to present a personal self-directed art and design project to a satisfactory standard. Present a personal self-directed art and design project to a specified audience to a satisfactory standard.

Merit
Explore strategies to present a personal self-directed art and design project to a high standard. Present a personal self-directed art and design project to a specified audience to a satisfactory standard.

Distinction
Explore strategies to present a personal self-directed art and design project to a very high standard. Present a personal self-directed art and design project to a specified audience to a very high standard.
Grade criteria

Unit 14: Project proposal and realisation in art and design (Level 4)

The overall grade for the Level 3 Extended Diploma in Art & Design is determined by the candidate’s achievement on the final unit of the qualification. The final unit may be achieved at either Level 3 (Unit 13) or Level 4 (Unit 14) depending on the performance of the candidate.

Unit 14 is set at Level 4 and requires evidence submitted by the candidate to be assessed and graded.

All internal assessment and grading decisions are subject to external moderation. Assessment for Unit 14 should make reference to the Level 4 grade exemplification matrix, available on the UAL Awarding Body website.

The grades that can be achieved are:

**Referral**
If a candidate provides insufficient evidence to meet all of the assessment criteria then that candidate is referred. The candidate has one further opportunity to redeem the referral by submission of additional evidence within a time-frame agreed by the centre and confirmed to UAL Awarding Body.

**Fail**
If the candidate is unable to provide further evidence that meets the assessment criteria then they will receive a Fail grade.

**Pass**
To achieve a Pass grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 14.

**Merit**
To achieve a Merit grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 14 plus all of the following Merit grade criteria listed here.

**Distinction**
To achieve a Distinction grade, a candidate must achieve all of the Pass assessment criteria listed within Unit 14 plus all of the following Merit and Distinction grade criteria listed here.

1. **Context**
   **Pass**
   Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal. Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal to a satisfactory standard.

   **Merit**
   Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a high standard. Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal to a high standard.

   **Distinction**
   Use a range of critical and contextual perspectives to initiate a personal self-directed art and design project proposal to a very high standard. Use detailed analysis and evaluation to clarify and develop a personal self-directed art and design project proposal to a very high standard.
### Grade criteria

**2. Research**

<table>
<thead>
<tr>
<th>Pass</th>
<th>Use wide-ranging and in-depth research to support the development of a personal self-directed art and design project to a satisfactory standard. Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self-directed art and design project to a satisfactory standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit</td>
<td>Use wide-ranging and in-depth research to support the development of a personal self-directed art and design project to a high standard. Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self-directed art and design project to a high standard.</td>
</tr>
<tr>
<td>Distinction</td>
<td>Use wide-ranging and in-depth research to support the development of a personal self-directed art and design project to a very high standard. Use analytical and evaluative skills to develop a range of creative solutions to realise a personal self-directed art and design project to a very high standard.</td>
</tr>
</tbody>
</table>

**3. Problem solving**

<table>
<thead>
<tr>
<th>Pass</th>
<th>Solve complex practical and technical problems within a personal self-directed art and design project. Solve complex theoretical problems within a personal self-directed art and design project to a satisfactory standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit</td>
<td>Solve complex practical, technical and theoretical problems within a personal self-directed art and design project to a high standard. Solve complex theoretical problems within a personal self-directed art and design project to a high standard.</td>
</tr>
<tr>
<td>Distinction</td>
<td>Solve complex practical, technical and theoretical problems within a personal self-directed art and design project to a very high standard. Solve complex theoretical problems within a personal self-directed art and design project to a very high standard.</td>
</tr>
</tbody>
</table>

**4. Planning and production**

<table>
<thead>
<tr>
<th>Pass</th>
<th>Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame and to a satisfactory standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit</td>
<td>Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame and to a high standard.</td>
</tr>
<tr>
<td>Distinction</td>
<td>Demonstrate the ability to efficiently plan, organise and produce a personal self-directed art and design project within an agreed time frame and to a very high standard.</td>
</tr>
</tbody>
</table>

**5. Practical skills**

<table>
<thead>
<tr>
<th>Pass</th>
<th>Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a satisfactory standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit</td>
<td>Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a high standard.</td>
</tr>
<tr>
<td>Distinction</td>
<td>Demonstrate the exploration, adaptation and application of a range of practical methods and skills in the realisation of a personal self-directed art and design project to a very high standard.</td>
</tr>
</tbody>
</table>

**6. Evaluation and reflection**

<table>
<thead>
<tr>
<th>Pass</th>
<th>Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project to a satisfactory standard. Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project to a satisfactory standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit</td>
<td>Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project to a high standard. Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project to a high standard.</td>
</tr>
<tr>
<td>Distinction</td>
<td>Maintain detailed critically evaluative and reflective records of the development of a personal self-directed art and design project to a very high standard. Use evaluative and reflective skills to make perceptive decisions in support of a personal self-directed art and design project to a very high standard.</td>
</tr>
</tbody>
</table>

**7. Presentation**

<table>
<thead>
<tr>
<th>Pass</th>
<th>Explore a range of considered strategies to present a personal self-directed art and design project to a satisfactory standard. Present a personal self-directed art and design project skilfully and proficiently to a specified audience to a satisfactory standard.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Merit</td>
<td>Explore a range of considered strategies to present a personal self-directed art and design project to a high standard. Present a personal self-directed art and design project skilfully and proficiently to a specified audience to a high standard.</td>
</tr>
<tr>
<td>Distinction</td>
<td>Explore a range of considered strategies to present a personal self-directed art and design project to a very high standard. Present a personal self-directed art and design project skilfully and proficiently to a specified audience to a very high standard.</td>
</tr>
</tbody>
</table>
### Exemplification for UAL Awarding Body grade criteria – Level 3

**Fail**  
Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.

<table>
<thead>
<tr>
<th>Context</th>
<th>Limited understanding of subject context, lacking clarity in aims and purpose.</th>
<th>Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
<td>Little or no evidence presented or information does not relate sufficiently to task.</td>
<td>Sufficient relevant information has been gathered, documented and used in the development of ideas.</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Insufficient exploration of alternative ideas and processes. Problems unresolved.</td>
<td>Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.</td>
</tr>
<tr>
<td>Planning and production</td>
<td>Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.</td>
<td>Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.</td>
</tr>
<tr>
<td>Practical skills</td>
<td>Limited range of processes demonstrated, judgement and execution of techniques is poor.</td>
<td>Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.</td>
</tr>
<tr>
<td>Evaluation and reflection</td>
<td>Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.</td>
<td>Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.</td>
</tr>
<tr>
<td>Presentation</td>
<td>Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.</td>
<td>Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.</td>
</tr>
</tbody>
</table>

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3.
<table>
<thead>
<tr>
<th>Merit</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work submitted meets all assessment criteria and is of a high standard.</td>
<td>Work submitted meets all assessment criteria and is of a very high standard.</td>
</tr>
<tr>
<td>Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.</td>
<td>Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.</td>
</tr>
<tr>
<td>Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.</td>
<td>Independently identified, thorough and sustained research and investigation of a range of relevant sources, insightful interpretation and synthesis of information used to inform, support and develop ideas.</td>
</tr>
<tr>
<td>Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.</td>
<td>Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.</td>
</tr>
<tr>
<td>Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against timescales.</td>
<td>Detailed and coherent self-directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.</td>
</tr>
<tr>
<td>Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.</td>
<td>In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.</td>
</tr>
<tr>
<td>Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.</td>
<td>Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.</td>
</tr>
<tr>
<td>Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.</td>
<td>Confident selection, organisation and communication of ideas. Demonstrating autonomy, personal style and an ambitious use of available resources to communicate ideas effectively to an intended audience.</td>
</tr>
</tbody>
</table>
We believe in transformative education. We design and award creative qualifications that empower 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

Want to find out more?

Contact:

UAL Awarding Body
272 High Holborn
London
WC1V 7EY

Tel: 0207 514 9851
Email: ual.awardingbody@arts.ac.uk

Version 11

arts.ac.uk/awarding