

Applying a best fit approach to UAL qualifications

**Exemplification matrices, grade descriptors, marking and
assessment grids**

UAL Awarding Body

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Introduction

This document is designed to support centre staff estimating Centre Assessment Grades for their students in the Summer 2020 assessment series only.

The approach described below applies to all students registered on a qualification covered by Ofqual's Extraordinary Regulatory Framework who were due to take assessments towards units or qualifications between **20 March and 31 July 2020 inclusive**, with the expectation of receiving a result this Summer. This includes students who may be only part way through their programme of study and will continue with learning towards their qualification after this date – for example, if they had planned to take an assessment on one or more units of a unitised course half-way through a 2-year programme of study.

This approach applies to UAL qualifications awarded in England, Scotland, Wales and Northern Ireland and complies with the requirements of the corresponding Ofqual Extraordinary Regulatory Framework.

Applying a best fit to Centre Assessment Grades

The Centre Assessment Grade (CAG) should be a calculation of how you believe the student would have performed had they taken the final summative assessment of their qualification under normal circumstances. This estimation approach is in lieu of the normal assessment process and applies to the following qualifications:

- Level 1 and 2 Diplomas
- Level 3 Diplomas and Extended Diplomas
- Level 3 Applied General Diplomas and Extended Diplomas
- Level 3 and 4 Foundation Diplomas and Foundation Studies
- Level 4 Fashion Business and Retail Diplomas
- Level 4 Professional Diplomas

We have included below the required exemplification matrices, grade descriptors, assessment grids, marking or grading grids that you should refer to when calculating the assessment grades. Please remember that you are not assessing against assessment criteria or learning outcomes, but instead producing a calculated assessment grade.

For this year only, the mastery model should not be used, as tutors are not required to make grading decisions based solely on work produced for the summative unit. Instead, for the majority of our qualifications, tutors are being asked to look more broadly at all the evidence they have on a student's performance using a best-fit approach to calculate an overall qualification grade a student would have achieved had they completed all their assessments as planned.

For the UAL Level 3 Extended Diploma in Fashion Business and Retail (units 12 and 13), UAL Level 3 Extended Diploma in Music Performance and Production (units 12 and 13) and UAL Level 3 Applied General Extended Diploma in Art and Design (unit 2), the Centre Assessment Grade is at unit level. Unit judgements will be sought and UAL Awarding Body will provide the qualification grade in line with the aggregation model specified in the qualification specification.

Tutors are encouraged to read down the grade bands to understand the type and level of performance a student would have needed to demonstrate to get a Pass, Merit or Distinction qualification grade. They should not consider awarding a grade for each criterion (for example, Research – Merit, Practical skills – Distinction etc.) Instead, they should look holistically at all the evidence they have on a student's performance, consider their potential trajectory of growth and development and then assign a grade supported by that evidence. The justification for each individual student grade should be able to demonstrate how that grade was arrived at

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by referring to sources of evidence which definitively demonstrate the student's current ability, and which are indicative of potential future levels of achievement, taking in to full account any anticipated time extensions or other reasonable adjustments that would have been in place.

Level 1 Grade Criteria Exemplification Matrix

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 1.

Learning Outcome	Fail Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Pass Work submitted meets all the assessment criteria and is of a satisfactory standard.	Merit Work submitted meets all the assessment criteria and is of a high standard.	Distinction Work submitted meets all the assessment criteria and is of a very high standard.
Planning and production	Little or no planning, poor organisation and incomplete against timescale.	Sufficient planning and organisation to enable completion to timescale.	Good planning and organisation. Effective production and completion to timescale.	Thorough planning and good organisation. Efficient production and completion against timescale.
Research, development and problem solving	Little or no research, ideas undeveloped and problems unresolved.	Some research and development of ideas. Some evidence of simple problem solving.	A range of research used to inform development of ideas. Some evidence of problem solving.	Demonstrates a clear link between research and ideas development. Can adapt ideas in response to problems.
Practical skills and presentation	Limited skill demonstrated uses inappropriate processes. Poor presentation.	Demonstrates some skill and the use of appropriate processes. Can select and use techniques for presentation.	Demonstrates skill and the use of appropriate processes. Can select and competently use techniques for presentation.	Consistently demonstrates skills and uses a range of appropriate processes. Can select and competently use techniques for presentation.
Evaluation and reflection	Inadequate assessment of ideas, little or no evidence of review.	Some ongoing assessment of ideas, able to discuss and review.	Ongoing assessment of ideas, able to discuss, review and evaluate.	Effective use of ongoing assessment of ideas, able to discuss, review and evaluate to inform progress.

Level 2 Grade Criteria Exemplification Matrix

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 2.

Learning Outcome	Fail Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Pass Work submitted meets all the assessment criteria and is of a satisfactory standard.	Merit Work submitted meets all assessment criteria and is of a high standard.	Distinction Work submitted meets all assessment criteria and is of a very high standard.
Research	Insufficient research and investigation evidenced. Little or no information from relevant sources used to inform ideas.	Sufficient research and investigation of relevant sources, information used to inform ideas.	Thorough research and investigation of relevant sources, coherent use of information used to inform and develop ideas.	Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas.
Planning and production	Ineffective or unrealistic planning and poor organisation. Task or tasks incomplete against timescale.	Realistic planning and organisation. Satisfactory production against timescales.	Effective planning, organisation and subject engagement evidenced. Efficient production against timescales.	Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against timescales.
Practical skills and presentation	Limited use of processes, application of skills or knowledge demonstrated, few or no alternative ideas and poor presentation.	Competent demonstration of processes and application of skills and knowledge used to develop and present creative solutions.	Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions.	Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.
Evaluation and reflection	Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development.	Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development.	Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.	Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas.

Level 3 Diploma Grade Criteria Exemplification Matrix

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3.

Learning Outcome	Fail Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Pass Work submitted meets all the assessment criteria and is of a satisfactory standard.	Merit Work submitted meets all assessment criteria and is of a high standard.	Distinction Work submitted meets all assessment criteria and is of a very high standard.
Context	Limited understanding of subject context, lacking clarity in aims and purpose.	Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.	Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.	Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.
Research	Little or no evidence presented or information does not relate sufficiently to task.	Sufficient relevant information has been gathered, documented and used in the development of ideas.	Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.	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.
Practical skills	Limited range of processes demonstrated, judgement and execution of techniques is poor.	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.	Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.	In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.
Evaluation and reflection	Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.	Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.	Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.

Level 3 Extended Diploma Grade Criteria Exemplification Matrix

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3.

Learning Outcome	Fail Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Pass Work submitted meets all the assessment criteria and is of a satisfactory standard.	Merit Work submitted meets all assessment criteria and is of a high standard.	Distinction Work submitted meets all assessment criteria and is of a very high standard.
Context	Limited understanding of subject context, lacking clarity in aims and purpose.	Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.	Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.	Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.
Research	Little or no evidence presented or information does not relate sufficiently to task.	Sufficient relevant information has been gathered, documented and used in the development of ideas.	Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.	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.
Problem solving	Insufficient exploration of alternative ideas and processes. Problems unresolved.	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.	Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.	Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.
Planning and production	Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.	Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.	Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against timescales.	Detailed and coherent self-directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.

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Practical skills	Limited range of processes demonstrated, judgement and execution of techniques is poor.	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.	Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.	In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.
Evaluation and reflection	Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.	Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.	Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.
Presentation	Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.	Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.	Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.	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.

Foundation Studies

Exemplification for UAL Awarding Body Grade Criteria – Level 3

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 3.

Learning Outcome	Fail Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Pass Work submitted meets all the assessment criteria and is of a satisfactory standard.	Merit Work submitted meets all assessment criteria and is of a high standard.	Distinction Work submitted meets all assessment criteria and is of a very high standard.
Context	Limited understanding of subject context, lacking clarity in aims and purpose.	Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.	Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.	Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.
Research	Little or no evidence presented or information does not relate sufficiently to task.	Sufficient relevant information has been gathered, documented and used in the development of ideas.	Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.	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.
Problem Solving	Insufficient exploration of alternative ideas and processes. Problems unresolved.	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.	Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.	Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.

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Planning and production	Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.	Evidence of effective planning and evaluation against aims that have contributed to a satisfactory completion of the task or tasks.	Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation against aims and efficient production against timescales.	Detailed and coherent self-directed planning and negotiation, subject engagement and commitment. Continuous evaluation against aims and efficient production against timescales.
Practical Skills	Limited range of processes demonstrated, judgement and execution of techniques is poor.	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.	Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.	In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.
Evaluation and reflection	Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.	Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.	Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.
Presentation	Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.	Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.	Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.	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.

Exemplification for UAL Awarding Body Grade Criteria – Level 4

This guide is to be used in conjunction with the assessment and grading criteria for UAL Awarding Body qualifications at Level 4.

Learning Outcome	Fail Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Pass Work submitted meets all the assessment criteria and is of a satisfactory standard.	Merit Work submitted meets all assessment criteria and is of a high standard.	Distinction Work submitted meets all assessment criteria and is of a very high standard.
Context	Limited understanding of subject context, lacking clarity in aims and purpose.	Understanding of subject context used appropriately to make judgments, describe aims and clarify purpose.	Good understanding and knowledge of subject context used to make sound judgments, articulate ambitions and clarify purpose.	Comprehensive understanding and knowledge of subject context used to communicate complex concepts, articulate ambitions and clarify purpose.
Research	Little or no evidence presented or information does not relate sufficiently to task.	Sufficient relevant information has been gathered, documented and used in the development of ideas.	Thorough and sustained research and investigation of relevant sources, interpretation and synthesis of information used to inform, support and develop ideas.	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.
Problem Solving	Insufficient exploration of alternative ideas and processes. Problems unresolved.	Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.	Decisive demonstration of initiative in effectively solving problems, adapting to unforeseen practical and theoretical challenges to achieve identified goals.	Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.
Planning and production	Ineffective planning and little or no evaluation against aims. Task or tasks are incomplete.	Evidence of effective planning and evaluation against aims that has contributed to a satisfactory completion of the task or tasks.	Coherent and reasoned planning, subject engagement and commitment. Realistic evaluation	Detailed and coherent self-directed planning and negotiation, subject engagement and commitment. Continuous

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			against aims and efficient production against timescales	evaluation against aims and efficient production against timescales.
Practical Skills	Limited range of processes demonstrated, judgement and execution of techniques is poor.	Adequate range of processes, skills and knowledge demonstrated. Competent execution and application of techniques used to develop ideas.	Consistent and appropriate processes, skills and knowledge applied to extend enquiry and develop creative solutions.	In depth understanding and aesthetic awareness, imaginative and flexible processes, skills and knowledge applied in extensive enquiry to develop creative solutions.
Evaluation and Reflection	Insufficient evidence of ongoing evaluation, lack of or only basic analysis and little or no justification for ideas.	Clearly communicated evidence of valid evaluation and realistic analysis independently used to inform and develop ideas.	Effective communication of analysis and interpretation, independent synthesis of information and application of reasoned decision making to inform development of ideas.	Accomplished and professional communication of perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking and maturity in decision making to progress ideas.
Presentation	Ineffective communication and presentation of ideas. Lack of clarity in structure, selection and organisation.	Competent communication and sufficient clarity and consistency in presentation of ideas appropriate to the intended audience.	Confident selection, organisation and communication of ideas. Consistent approach to presentation demonstrating a good understanding of conventions and standards.	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.

Foundation Diploma

Learning Outcome	Fail	Pass	Merit	Distinction
<p>1. Context Understanding and application of subject knowledge, and underlying principles, with appropriate breadth and depth to support the project development and realisation.</p>	<p>Insufficient understanding of subject knowledge and underlying principles. Context lacks clarity in aims and purpose.</p>	<p>A developed understanding of key aspects of the subject context is used appropriately to make informed judgements, articulate aims and clarify purpose.</p>	<p>Confident and highly developed understanding and knowledge of subject context and relevant debate, is used to communicate sound judgements, articulate aims, and clarify purpose.</p>	<p>Exceptional understanding and knowledge of subject context is used to communicate complex concepts, challenge ambitions, and articulate purpose to extend intellectual enquiry.</p>
<p>2. Research Identification and investigation of varied primary and secondary visual, academic, ethical and cultural sources.</p>	<p>Insufficient evidence presented of how research is used to inform and develop ideas.</p>	<p>A developed interpretation, and selection from varied sources is used to make an investigation, consolidating ideas and solutions for creative activities.</p>	<p>Confident and highly developed research and investigation of varied relevant sources are used effectively in the interpretation and synthesis of information to support and develop ideas and solutions for creative activities.</p>	<p>Exceptional level of sustained research and investigation of varied relevant sources leads to an insightful interpretation and synthesis of information to support and develop ideas and own creative practice.</p>

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<p>3. Development of Creative Practice Skills to enable the realisation of ideas, appropriate to creative practice.</p>	<p>Skills development and processes are neither explored or demonstrated. Judgement and execution of techniques are poor and fail to communicate creative practice.</p>	<p>A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate to creative practice.</p>	<p>A confident and highly developed understanding and application of relevant processes, skills and knowledge are used effectively to extend enquiry and develop and realise creative solutions, showing a consistent command of varied techniques appropriate to creative practice.</p>	<p>Exceptional understanding and application of relevant processes, skills and knowledge, are used effectively to demonstrate an aesthetic awareness and an imaginative and flexible approach to extensive enquiry, leading to ambitious and inventive solutions appropriate to creative practice.</p>
<p>4. Problem Solving Solve problems and adapt to unforeseen challenges in the realisation of creative practice.</p>	<p>Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.</p>	<p>Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within creative practice.</p>	<p>Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems. Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.</p>	<p>Demonstrates exceptional initiative in balancing the complexities of theoretical and practical problems, autonomously implementing creative solutions. Adapts positively to the impact of unanticipated practical and theoretical challenges, using inventiveness and ambition to achieve identified goals.</p>
<p>5. Planning, progress and production Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.</p>	<p>Insufficient purpose or active reflection and planning. Insufficient self-direction, subject engagement and evaluation against aims.</p>	<p>A developed understanding and implementation of active planning and reflection against aims. Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to all activities against timescales.</p>	<p>A confident and highly developed understanding of active planning and reflection showing a coherent and reasoned response to own learning and progress. Self-direction and negotiation are evidenced clearly to show high levels of subject engagement and commitment.</p>	<p>Consistently demonstrates an exceptional responsibility for own learning and development through iterative cycles and well-articulated purposeful analysis and planning. Self-direction, negotiation, subject commitment and engagement are supported by extensive evidence of impacts; and aims are realised within a set timeframe.</p>

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			in the timely realisation of aims.	
<p>6. Evaluation and Reflection Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.</p>	<p>Insufficient evidence of ongoing and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision making.</p>	<p>A developed and considered ongoing and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.</p>	<p>Confident, highly developed ongoing and summative critical reflection, analysis, interpretation, and evaluation are used to develop an independent synthesis of information and application of reasoned decision making for the consolidation of ideas.</p>	<p>Exceptionally developed ongoing and summative critical reflection and evaluation. Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.</p>
<p>7. Communicating and Presenting a Creative Practice Communicating and presenting a creative, individual or collaborative personal practice.</p>	<p>Insufficient or ineffective communication and presentation of ideas.</p>	<p>Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.</p>	<p>Confident and highly developed selection and organisation of ideas, demonstrating an ambitious use of available resources to effectively communicate and present creative practice to an intended audience.</p>	<p>Exceptional understanding of the nature and strengths of appropriate communication media. Information has been selected, organised and presented showing a highly developed awareness of context and audience. Message and medium are unified; communication is persuasive and compelling, taking full account of own creative practice.</p>

Applied Drawing (externally assessed)

Learning Outcome	Fail	Pass	Merit	Distinction
1. Research	Insufficient or irrelevant primary and/or secondary supporting research.	Uses sufficient and relevant primary and/or secondary research to effectively develop ideas through purposeful investigations.	Uses a range of appropriate and relevant research sources to effectively develop ideas through purposeful investigations.	Uses an extensive range of appropriate and relevant research sources to effectively develop ideas through creative and purposeful investigations.
	Inadequate demonstrations of recording ideas, observations and insights.	Records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.	Consistently records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.	Consistently and thoroughly records ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions.
	Insufficient experimentation with appropriate media, materials and techniques.	Effectively selects and purposefully experiments with appropriate media, materials and techniques to further drawing ideas.	Consistently selects and purposefully experiments with appropriate media, materials and techniques to further drawing ideas with good levels of accuracy and creativity.	Consistently applies logic to select and experiment with appropriate media, materials and techniques to further drawing ideas with excellent levels of accuracy, creativity and innovation.

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2. Practical skills and presentation	Limited use of processes, application of skills or knowledge demonstration few or no alternative ideas.	Competent demonstration of processes and application of skills and knowledge to develop ideas and present creative responses.	Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative responses.	Skilful demonstration of processes, skills and knowledge to develop alternative ideas and present creative responses.
	Does not communicate sufficiently either the intention or meaning.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea with very good levels of accuracy and creativity.	Presents personal and meaningful responses that accurately represents and/or interprets the subject or idea with excellent levels of accuracy, creativity and innovation.
	Work is disorganised and/or unfinished.	Work is organised and complete	Work is organised in a way that is logical and coherent.	Work is organised and presented with consideration of viewers and display requirements.
3. Evaluation and reflection	Inadequate evaluation or insufficient evidence of ongoing assessment of ideas limiting progress and development.	Sufficient evaluation with evidence of ongoing assessment of ideas used to inform progress and development.	Consistent evaluation, which is clearly communicated and applied to make reasoned decisions and inform the development of ideas.	Thorough evaluation and interpretation, demonstrating clarity in the thinking and the decision making used to inform and progress ideas.
	Does not recognise accidental development opportunities to make improvements to the quality of the drawing work.	Uses accidental development opportunities to make improvements to the quality of the drawing work.	Further explores and uses accidental development opportunities to make improvements to the quality of the drawing work.	Capitalises on accidental development opportunities to make improvements to the quality of the drawing work.

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	Superficial evidence of judging the effectiveness of creating their work.	Sufficient evidence of judging the effectiveness of creating their work.	Thorough evidence of judging the effectiveness of creating their work, seeking and using feedback from others.	Thorough and extensive evidence of judging the effectiveness of creating their work, seeking and using feedback from others.
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Applied Drawing (externally moderated)

Learning Outcome	Fail	Pass	Merit	Distinction
1. Be able to prepare to respond to the requirements of a brief	Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Work submitted meets all of the assessment criteria and is of a satisfactory standard.	Work submitted meets all assessment criteria and is of a high standard.	Work submitted meets all assessment criteria and is of a very high standard.
	Fails to interpret the requirements of the brief.	Sufficiently interprets the requirements of the brief.	Effectively interprets the requirements of the brief.	Imaginatively interprets the requirements of the brief.
2. Be able to develop ideas in response to the brief	Planning inhibits the realisation of an applied drawing brief.	Presents an appropriate plan to support the realisation of an applied drawing brief.	Presents a coherent plan to support the realisation of an applied drawing brief.	Presents a thorough plan to support the realisation of an applied drawing brief.
	Research is limiting the generation of ideas.	Uses appropriate research to generate ideas around an applied drawing brief.	Consistently uses effective research to generate ideas around an applied drawing brief.	Purposefully uses thorough research to generate ideas around an applied drawing brief.
	Experimentation of materials and techniques does not inform the validity of ideas.	Demonstrates appropriate experimentation of materials and techniques to refine the validity of ideas.	Demonstrates sustained and considered experimentation of materials and techniques to refine validity of ideas	Demonstrates substantial and imaginative experimentation of materials and techniques to refine validity of ideas.
	Ineffective presentation of evidence of ideas in response to an applied drawing brief.	Presents evidence of suitable ideas that respond to an applied drawing brief.	Presents extensive evidence of relevant ideas that respond to an applied drawing brief.	Presents thorough evidence of relevant ideas that respond to an applied drawing brief.

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	Ineffectively annotate drawings, with limited explanation of the development of ideas in response to an applied drawing brief.	Provides appropriate and valid annotations that explain the development of ideas in response to an applied drawing brief.	Provides consistent and reasoned annotations that explain the development of ideas in response to an applied drawing brief.	Provides substantial and detailed annotations that explain the development of ideas in response to an applied drawing brief.
3. Be able to produce final outcome that responds to the brief	Poor use of ideas to develop and inform the final outcome to the brief.	Demonstrates the appropriate use of ideas to develop and inform the final outcome.	Demonstrates the effective use of ideas to develop and inform the final outcome.	Demonstrates the imaginative and purposeful use of ideas to develop and inform the final outcome.
	Ineffective selection and use of materials and techniques in relation to the final outcome.	Demonstrates the appropriate selection and use of materials and techniques to develop final outcome.	Demonstrates a considered selection and use of materials and techniques to develop final outcome.	Demonstrates a purposeful and informed selection and use of materials and techniques to develop final outcome.
	Poor use of visual language un relation to the final outcome.	Demonstrates valid use of visual language and its formal elements in the production of the final outcome.	Demonstrates the effective and appropriate use of visual language and its formal elements in the production of the final outcome.	Demonstrates considered and imaginative use of visual language and its formal elements in the production of the final outcome.
	Poor presentation of the final outcome.	Presents the final outcome in an appropriate format and context.	Effectively presents the final outcome in an appropriate format and context.	Professionally and maturely presents the final outcome in an appropriate format and context.
4. Be able to evaluate drawing ideas and outcomes	Fails to provide valid explanations of the reasons for the choice of suitable materials and techniques.	Demonstrates valid reasons for the choice of materials and techniques.	Demonstrates valid and extensive reasons for the choice of materials and techniques.	Demonstrates detailed and mature reasons for the choice of materials and techniques.

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	Ineffective presentation of outcomes in relation to initial ideas.	Presents in an appropriate manner the extent to which the outcome relates to initial ideas.	Presents in a coherent manner the extent to which the outcome relates to the initial ideas.	Presents in a considered and meaningful manner the extent to which the outcome relates to initial idea.
	Little or no evaluation on how outcomes meet the intentions of the brief.	Evaluates the extent to which the outcome meets the intentions of the brief.	Logically evaluates the extent to which the outcome meets the intentions of the brief.	Evaluates in a detailed manner the extent to which the outcome meets the intentions of the brief.

Applied General Diploma in Art and Design Assessment Grid (Unit 1)

Learning Outcome	Fail	Pass	Merit	Distinction
1. Understand how visual language and visual language skills inform art and design activities	Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Work submitted meets all of the assessment criteria and is of a satisfactory standard.	Work submitted meets all assessment criteria and is of a high standard.	Work submitted meets all assessment criteria and is of a very high standard.
	Insufficient use of the formal elements of visual language.	Uses the formal elements of visual language appropriately to influence the meaning of images and ideas.	Uses the formal elements of visual language confidently and coherently to influence the meaning of images and ideas.	Uses the formal elements of visual language convincingly and purposefully to influence meaning of images and ideas.
2. Understand visual and contextual research to inform ideas for creative activities	Limited application of visual language skills.	Satisfactory application of visual language skills through exploration and experimentation across a range of art and design activities.	Confident application of visual language skills through sustained exploration and experimentation across a range of art and design activities.	Accomplished application of visual language skills through extensive exploration and experimentation across a range of art and design activities.
	Little or no understanding of how research is used to inform ideas.	Sufficient interpretation of a range of visual and contextual sources is used to inform ideas for creative activities.	Effective selection and interpretation of a range of visual and contextual sources is used to inform ideas and solutions for creative activities.	Thorough analysis of a comprehensive range of visual and contextual sources used to inform creative ideas and solutions.
	Research does not relate sufficiently to the development of ideas.	Application of relevant visual and contextual research informs the development of own work.	Application of coherent and reasoned visual and contextual research informs and development of own work.	Application of extensive and substantial visual and contextual research informs the development of own work.

Applying a best fit approach to UAL qualifications

3. Be able to use materials, processes and practical skills to support art and design activities	Limited range of materials and processes explored.	Sufficient range of materials processes and practical skills explored.	Thorough range of materials processes and practical skills explored.	Extensive range of materials, processes and practical skills explored.
	Execution of techniques is poor and inhibits the production of practical solutions.	Demonstrated capable selection and application of materials processes and practical skills to produce valid solutions.	Demonstrates considered selection and skilful application of materials, processes and practical skills to extend enquiry and produce valid solutions.	Demonstrates sophisticated selection and accomplished application of materials, processes and practical skills extending enquiry and supporting the development of original solutions.
4. Be able to use reflective and evaluative skills to inform own progress and practice	Insufficient evidence of reflection and evaluation.	Clearly communicated evidence of valid reflection informing the on-going development of ideas.	Effective communication of considered reflection used to make reasoned decisions and inform the on-going development of ideas.	Articulate communication of perceptive reflection used to provide clarity in decision making and inform the on-going development of ideas.
	Little or no justification of ideas.	Realistic evaluation of own practice used effectively to inform own progress.	Adept evaluation of own practice used effectively to make detailed and reasoned conclusions and inform own progress.	Insightful evaluation of own practice used to effectively to make accomplished and convincing conclusions and inform own progress.
5. Be able to explore and develop alternative solutions for theoretical and practical problems in art and design activities	Insufficient alternative ideas explored.	Explores alternative ideas to resolve practical and theoretical problems.	Explores alternative ideas using considered approaches to resolve practical and theoretical problems.	Explores a range of alternative ideas using innovative approaches to resolve practical and theoretical problems.
	Problems encountered are unresolved.	Develops valid solutions to practical and theoretical problems.	Develops effective solutions to practical and theoretical problems.	Develops imaginative solutions to practical and theoretical problems.

Applying a best fit approach to UAL qualifications

6. Be able to plan, develop and present an art and design project	Ineffective planning, work is incomplete.	Demonstrates evidence of sufficient planning to meet the requirements of an art and design brief.	Demonstrates considered and effective planning to meet the requirements of an art and design brief.	Demonstrates detailed and purposeful planning to meet the requirements of an art and design brief.
	Insufficient ideas and solutions provided with little or weak response to the specified requirements.	Develops an appropriate range of ideas and solutions that show a clear and satisfactory response to specified requirements.	Develops a range of relevant ideas and solutions that shows an informed and realistic creative response to specified requirements.	Develops a comprehensive range of ideas and solutions that shows an accomplished and original response to specified requirements.
	Presentation is poor and fails to clearly communicate ideas.	Selects, organises and clearly communicates ideas and outcomes with reference to the requirements of the brief.	Selects, organises and effectively communicates ideas and outcomes coherently and appropriately with reference to the requirements of the brief.	Selects, organises and skilfully communicates ideas and outcomes coherently and convincingly with reference to the requirements of the brief.

Applied General Extended Diploma in Art and Design Assessment Grid (Unit 2)

Learning Outcome	Fail	Pass	Merit	Distinction
1. Be able to apply visual language, and cultural and contextual understanding to a specialist art and design practice	Ineffective use of visual language within specialist art and design practice.	Uses visual language appropriately and effectively within specialist art and design practice.	Uses visual language coherently and skilfully within specialist art and design practice.	Uses visual language purposefully and inventively within specialist art and design practice.
	Limited application of cultural and contextual understanding which inhibits the development of specialist art and design practice.	Demonstrates sufficient application of cultural and contextual understanding to support the development of specialist art and design practice.	Demonstrates reasoned and informed application of cultural and contextual understanding to support the development of specialist art and design practice.	Demonstrates comprehensive and convincing application of cultural and contextual understanding to support the development of specialist art and design practice.
2. Be able to identify, evaluate and respond to the needs of an audience within a chosen, specialist art and design practice	Limited identification of audience characteristics and evaluation of audience for a specialist art and design practice.	Identifies and responds convincingly to the specific characteristics of an audience in relation to a specialist art and design practice.	Identifies and responds appropriately to the characteristics of an audience in relation to a specialist art and design practice.	Identifies, analyses and responds insightfully and sensitively to the characteristics of an audience in relation to a specialist art and design practice.
	Insufficient ideas and creative responses developed to meet	Demonstrates the ability to evaluate specific audience needs.	Demonstrates thorough evaluation of audience needs.	Demonstrates comprehensive and critical evaluation of audience needs.

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	the needs of an identified audience.	Develops sufficient and suitable ideas and creative responses to meet the needs of an identified audience.	Develops relevant and informed ideas and creative responses that meet the needs of an identified audience.	Develops sophisticated and innovative ideas and creative responses that meet the needs of an identified audience.
3. Be able to use research and analysis to develop creative solutions within a chosen, specialist art and design practice	Limited research and ineffective analysis used in the development of creative solutions.	Relevant research and effective analysis used in the development of valid creative solutions.	Detailed and thorough research and effective analysis used in the development of imaginative creative solutions.	Extensive research and analysis, insightful interpretation and synthesis of information used in the development of innovative creative solutions.
	Insufficient research used to develop ideas and outcomes within specialist art and design practice.	Sufficient research used to develop creative ideas and outcomes within specialist art and design practice	Sustained research used to develop imaginative ideas and outcomes within specialist art and design practice.	Comprehensive research used to develop innovative ideas and outcomes within specialist art and design practice
4. Be able to solve practical, theoretical and technical problems in an art and design project	Poor identification of potential problems.	Identifies and assesses potential practical, theoretical and technical problems.	Identifies and evaluates potential practical, theoretical and technical problems. >	Identifies and analyses potential practical, theoretical and technical problems.
	Insufficient exploration of solutions to counter practical, technical and theoretical problems.	Explores solutions to known and unforeseen problems encountered.	Explores alternative solutions to known and unforeseen problems encountered.	Explores a wide range of alternative solutions to known and unforeseen problems encountered.
	Problems are unresolved	Demonstrates the ability to resolve known and unforeseen practical,	Demonstrates the ability to skilfully resolve known and unforeseen practical,	Demonstrates initiative and autonomy, effectively solving known and unforeseen

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		technical and theoretical problems.	technical and theoretical problems.	practical, technical and theoretical problems.
5. Be able to use ongoing reflection and critical evaluation to inform the development of art and design concepts and ideas and personal creative development	Ineffective use of ongoing reflection and critical evaluation, concepts and ideas are poorly developed.	Sufficient ongoing reflection and critical evaluation, successfully communicates the development of concepts and ideas.	Consistent ongoing reflection and critical evaluation coherently communicates the development of concepts and ideas.	Sustained and detailed ongoing reflection and critical evaluation, clearly and effectively communicates the development of concepts and ideas.
	Limited personal creative development.	Sufficient reflection and evaluation inform valid decision making and the development of personal creative practice.	Thorough reflection and evaluation inform reasoned decision making and the development of personal creative practice.	Perceptive and insightful reflection and evaluation informs mature decision making and the development of personal creative practice
6. Be able to use practical methods and skills in the realisation of a self-initiated art and design project within a chosen, specialist art and design practice	Limited used of practical methods and skills and poor realisation of creative intentions.	Uses an appropriate range of practical skills and methods, to effectively realise creative intentions.	Uses a relevant and effective range of practical skills and methods, skilful realisation of realistic creative intentions.	Uses a considered and accomplished range of practical skills and methods, adept realisation of ambitious creative intentions.
	Insufficient evidence of skills to support specialist practice.	Sufficient use of skills to support specialist practice.	Effective use of skills to support specialist practice.	Proficient use of skills to support specialist practice.
7. Be able to initiate, plan and present an art and design project proposal for a chosen specialist discipline	Insufficient range of research strategies used to initiate a project proposal within a specialist art and design discipline.	Appropriate range of research strategies used to initiate a valid project proposal within a specialist art and design discipline.	Wide range of research strategies used to initiate and develop a realistic project proposal within a specialist art and design discipline.	Extensive range of research strategies used to initiate and develop an imaginative project proposal within a specialist art and design discipline.

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	Limited planning evident inhibiting the development and presentation of an art and design project proposal.	Considered and logical planning showing awareness of resource requirements, presentation, time line and audience for an art and design project proposal.	Realistic and effective planning, with clear reference to resource requirements, presentation, time line and audience for an art and design project proposal.	Sophisticated and detailed planning, analytical consideration of resource requirements, presentation, time line and audience for an art and design project proposal.
8. Be able to produce, present and critically evaluate a self-initiated art and design project	Poor organisation and execution, fails to address the project proposal.	Effective organisation and execution, satisfying the aims and intentions of the project proposal.	Conscientious and sustained organisation and execution, fulfilling the aims and intentions of the project proposal.	Comprehensive and purposeful organisation, accomplished and imaginative execution, thoroughly addressing the aims and intentions of the project proposal.
	Ineffective communication and presentation of ideas.	Effectively communicates and presents ideas appropriate to the intended audience.	Coherently communicates and skilfully presents well developed ideas, demonstrating clear understanding of the intended audience.	Articulate communication and innovative presentation of complex ideas, demonstrates aesthetic awareness and sensitive understanding of the intended audience.
	Little or no evaluation or justification of ideas, fails to analyse the strengths and weaknesses of the project.	Realistic evaluation and clear justification of ideas, recognises strengths and areas for improvement in the project.	Detailed evaluation and critical understanding, reasoned analysis recognising project strengths and areas for future personal development.	Critical evaluation, insightful and well-reasoned judgement and perceptive analysis of project strengths and areas for further personal development.

UAL Level 4 Fashion Business and Retail Diplomas

UAL Level 4 Diploma in Fashion Retail

Learning Outcome	Fail	Pass	Merit	Distinction
1. Planning Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	Insufficient purpose or active reflection and planning.	A developed understanding and implementation of active planning and reflection against aims.	A confident and highly developed understanding of active planning and reflection showing a coherent and reasoned response to own learning and progress.	Consistently demonstrates an exceptional responsibility for own learning and development through iterative cycles and well-articulated purposeful analysis and planning.
2. Research Identification and investigation of a range of academic, ethical and cultural sources.	Insufficient evidence presented of how research is used to inform and develop ideas.	A developed interpretation, and selection from varied sources is used to make an individual investigation, consolidating ideas and solutions for personal and professional activities.	Confident and highly developed research and investigation of varied relevant sources are used effectively in the interpretation and synthesis of information to support and develop ideas and solutions for personal and professional activities.	Exceptional level of sustained research and individual investigation of varied relevant sources, leads to an insightful interpretation and synthesis of information to support and develop ideas and own personal and professional practice.

Applying a best fit approach to UAL qualifications

<p>3. Context Understanding and application of subject knowledge, and underlying principles, with appropriate breadth and depth to support the project development and realisation.</p>	<p>Insufficient understanding of subject knowledge and underlying principles. Context lacks clarity in aims and purpose.</p>	<p>A developed understanding of key aspects of the subject context, is used appropriately to make informed judgements, articulate aims and clarify purpose.</p>	<p>Confident and highly developed understanding and knowledge of subject context and relevant debate, is used to communicate sound judgments, articulate aims, and clarify purpose.</p>	<p>Exceptional understanding and knowledge of subject context, is used to communicate complex concepts, challenge ambitions, and articulate purpose to extend intellectual enquiry.</p>
<p>4. Problem Solving Solve problems and adapt to unforeseen challenges in the realisation of creative practice.</p>	<p>Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.</p>	<p>Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within personal and professional practice.</p>	<p>Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems. Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.</p>	<p>Demonstrates exceptional initiative in balancing the complexities of theoretical and practical problems, autonomously implementing practical and/or creative solutions. Adapts positively to the impact of unanticipated practical and theoretical challenges, using inventiveness and ambition to achieve identified goals.</p>
<p>5. Progress and Production Management of own learning and progress through analysis, active reflection, negotiation, planning, self-direction,</p>	<p>Insufficient self-direction, subject engagement and evaluation against aims.</p>	<p>Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to the task or tasks against timescales.</p>	<p>Self-direction and negotiation are evidenced clearly to show high levels of subject engagement and commitment in the timely realisation of aims.</p>	<p>Self-direction, negotiation, subject commitment and engagement are supported by extensive evidence of impacts; and aims are realised within a set timeframe.</p>

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<p>subject engagement and commitment.</p>				
<p>6. Evaluation and Reflection Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.</p>	<p>Insufficient evidence of ongoing and summative critical reflection and evaluation used to inform and reflect on decision making.</p>	<p>A developed and considered ongoing and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.</p>	<p>Confident, highly developed ongoing and summative critical reflection, analysis, interpretation, and evaluation are used to develop an independent synthesis of information and application of reasoned decision making for the consolidation of ideas.</p>	<p>Exceptionally developed ongoing and summative critical reflection and evaluation. Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.</p>
<p>7. Communicating and Presenting Communicating and presenting a creative, individual or collaborative personal project.</p>	<p>Insufficient and/or ineffective communication and presentation of ideas.</p>	<p>Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.</p>	<p>Confident and highly developed selection and organisation of ideas, demonstrating an ambitious use of available resources to effectively communicate and present personal and professional practice to an intended audience.</p>	<p>Exceptional understanding of the nature and strengths of appropriate communication media. Information has been selected, organised and presented showing a highly developed awareness of context and audience. Message and medium are unified; communication is persuasive and compelling, taking full account of own personal and professional practice.</p>
<p>8. Development of Personal and Professional Practice</p>	<p>Insufficient skills development and processes are explored or demonstrated. Judgement and execution of techniques is</p>	<p>A developed understanding and application of relevant processes, skills and knowledge is used effectively</p>	<p>A confident and highly developed understanding and application of relevant processes, skills and</p>	<p>Exceptional understanding and application of relevant processes, skills and knowledge, are used</p>

Applying a best fit approach to UAL qualifications

<p>Skills to enable the realisation of ideas, appropriate to personal and creative practice.</p>	<p>poor and fails to communicate personal and professional practice.</p>	<p>to consolidate and realise ideas, showing a command of varied techniques appropriate to personal and professional practice.</p>	<p>knowledge are used effectively to extend enquiry and develop and realise creative solutions; showing a consistent command of varied techniques appropriate to personal and professional practice.</p>	<p>effectively to demonstrate an aesthetic awareness and an imaginative and flexible approach to extensive enquiry, leading to ambitious and inventive solutions appropriate to personal and professional practice.</p>
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UAL Level 4 Diploma in Garment Technology for Fashion Business and Retail

Learning Outcome	Fail	Pass	Merit	Distinction
1. Planning Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Work submitted meets all of the assessment criteria and is of a satisfactory standard.	Work submitted meets all assessment criteria and is of a high standard.	Work submitted meets all assessment criteria and is of a very high standard.
2. Research Identification and investigation of a range of academic, ethical and cultural sources.	Insufficient purpose or active reflection and planning.	A developed understanding and implementation of active planning and reflection against aims.	A confident and highly developed understanding of active planning and reflection showing a coherent and reasoned response to own learning and progress.	Consistently demonstrates an exceptional responsibility for own learning and development through iterative cycles and well-articulated purposeful analysis and planning.
3. Context Understanding and	Insufficient evidence presented of how research is used to inform and develop ideas	A developed interpretation, and selection from varied sources is used to make an individual investigation, consolidating ideas and solutions for personal and professional activities.	Confident and highly developed research and investigation of varied relevant sources are used effectively in the interpretation and synthesis of information to support and develop ideas and solutions for personal and professional activities.	Exceptional level of sustained research and individual investigation of varied relevant sources, leads to an insightful interpretation and synthesis of information to support and develop ideas and own personal and professional practice.
3. Context Understanding and	Insufficient understanding of subject knowledge and underlying principles. Context	A developed understanding of key aspects of the subject context, is used appropriately	Confident and highly developed understanding and knowledge of subject context	Exceptional understanding and knowledge of subject context, is used to

Applying a best fit approach to UAL qualifications

<p>application of subject knowledge, and underlying principles, with appropriate breadth and depth to support the project development and realisation.</p>	<p>lacks clarity in aims and purpose.</p>	<p>to make informed judgements, articulate aims and clarify purpose.</p>	<p>and relevant debate, is used to communicate sound judgments, articulate aims, and clarify purpose.</p>	<p>communicate complex concepts, challenge ambitions, and articulate purpose to extend intellectual enquiry.</p>
<p>4. Problem Solving Solve problems and adapt to unforeseen challenges in the realisation of creative practice.</p>	<p>Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.</p>	<p>Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within personal and professional practice.</p>	<p>Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems. Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.</p>	<p>Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems. Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.</p>
<p>5. Progress and Production Management of own learning and progress through analysis, active reflection, negotiation, planning, self-direction, subject engagement and commitment.</p>	<p>Insufficient self-direction, subject engagement and evaluation against aims.</p>	<p>Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to the task or tasks against timescales.</p>	<p>Self-direction and negotiation are evidenced clearly to show high levels of subject engagement and commitment in the timely realisation of aims</p>	<p>Self-direction, negotiation, subject commitment and engagement are supported by extensive evidence of impacts; and aims are realised within a set timeframe.</p>

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<p>6. Evaluation and Reflection Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.</p>	<p>Insufficient evidence of ongoing and summative critical reflection and evaluation used to inform and reflect on decision making.</p>	<p>A developed and considered ongoing and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.</p>	<p>Confident, highly developed ongoing and summative critical reflection, analysis, interpretation, and evaluation are used to develop an independent synthesis of information and application of reasoned decision making for the consolidation of ideas.</p>	<p>Exceptionally developed ongoing and summative critical reflection and evaluation. Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.</p>
<p>7. Communicating and Presenting Communicating and presenting a creative, individual or collaborative personal project.</p>	<p>Insufficient and/or ineffective communication and presentation of ideas.</p>	<p>Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.</p>	<p>Confident and highly developed selection and organisation of ideas, demonstrating an ambitious use of available resources to effectively communicate and present personal and professional practice to an intended audience.</p>	<p>Exceptional understanding of the nature and strengths of appropriate communication media. Information has been selected, organised and presented showing a highly developed awareness of context and audience. Message and medium are unified; communication is persuasive and compelling, taking full account of own personal and professional practice.</p>
<p>8. Development of Personal and Professional Practice Skills to enable the realisation of ideas,</p>	<p>Insufficient skills development and processes are explored or demonstrated. Judgement and execution of techniques is poor and fails to communicate</p>	<p>A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate</p>	<p>A confident and highly developed understanding and application of relevant processes, skills and knowledge are used effectively to extend enquiry and develop and realise</p>	<p>Exceptional understanding and application of relevant processes, skills and knowledge, are used effectively to demonstrate an aesthetic awareness and an imaginative and flexible</p>

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<p>appropriate to personal and creative practice.</p>	<p>personal and professional practice.</p>	<p>to personal and professional practice.</p>	<p>creative solutions; showing a consistent command of varied techniques appropriate to personal and professional practice.</p>	<p>approach to extensive enquiry, leading to ambitious and inventive solutions appropriate to personal and professional practice.</p>
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UAL Level 4 Diploma in Merchandising for Fashion Business and Retail

Learning Outcome	Fail	Pass	Merit	Distinction
	Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Work submitted meets all of the assessment criteria and is of a satisfactory standard.	Work submitted meets all assessment criteria and is of a high standard.	Work submitted meets all assessment criteria and is of a very high standard.
1. Planning Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	Insufficient purpose or active reflection and planning.	A developed understanding and implementation of active planning and reflection against aims.	A confident and highly developed understanding of active planning and reflection showing a coherent and reasoned response to own learning and progress.	Consistently demonstrates an exceptional responsibility for own learning and development through iterative cycles and well-articulated purposeful analysis and planning.
2. Research Identification and investigation of a range of academic, ethical and cultural sources.	Insufficient evidence presented of how research is used to inform and develop ideas.	A developed interpretation, and selection from varied sources is used to make an individual investigation, consolidating ideas and solutions for personal and professional activities.	Confident and highly developed research and investigation of varied relevant sources are used effectively in the interpretation and synthesis of information to support and develop ideas and solutions for personal and professional activities.	Exceptional level of sustained research and individual investigation of varied relevant sources, leads to an insightful interpretation and synthesis of information to support and develop ideas and own personal and professional practice.
3. Context Understanding and application of subject knowledge, and	Insufficient understanding of subject knowledge and underlying principles. Context	A developed understanding of key aspects of the subject context, is used appropriately to make informed judgements,	Confident and highly developed understanding and knowledge of subject context and relevant debate, is used to communicate sound	Exceptional understanding and knowledge of subject context, is used to communicate complex concepts, challenge

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<p>underlying principles, with appropriate breadth and depth to support the project development and realisation.</p>	<p>lacks clarity in aims and purpose.</p>	<p>articulate aims and clarify purpose.</p>	<p>judgments, articulate aims, and clarify purpose.</p>	<p>ambitions, and articulate purpose to extend intellectual enquiry.</p>
<p>4. Problem Solving Solve problems and adapt to unforeseen challenges in the realisation of creative practice.</p>	<p>Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.</p>	<p>Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within personal and professional practice.</p>	<p>Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems. Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.</p>	<p>Demonstrates exceptional initiative in balancing the complexities of theoretical and practical problems, autonomously implementing practical and/or creative solutions. Adapts positively to the impact of unanticipated practical and theoretical challenges, using inventiveness and ambition to achieve identified goals</p>
<p>5. Progress and Production Management of own learning and progress through analysis, active reflection, negotiation, planning, self-direction, subject engagement and commitment.</p>	<p>Insufficient self-direction, subject engagement and evaluation against aims.</p>	<p>Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to the task or tasks against timescales.</p>	<p>Self-direction and negotiation are evidenced clearly to show high levels of subject engagement and commitment in the timely realisation of aims.</p>	<p>Self-direction, negotiation, subject commitment and engagement are supported by extensive evidence of impacts; and aims are realised within a set timeframe.</p>

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<p>6. Evaluation and Reflection Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.</p>	<p>Insufficient evidence of ongoing and summative critical reflection and evaluation used to inform and reflect on decision making.</p>	<p>A developed and considered ongoing and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.</p>	<p>Confident, highly developed ongoing and summative critical reflection, analysis, interpretation, and evaluation are used to develop an independent synthesis of information and application of reasoned decision making for the consolidation of ideas.</p>	<p>Exceptionally developed ongoing and summative critical reflection and evaluation. Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.</p>
<p>7. Communicating and Presenting Communicating and presenting a creative, individual or collaborative personal project.</p>	<p>Insufficient and/or ineffective communication and presentation of ideas.</p>	<p>Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.</p>	<p>Confident and highly developed selection and organisation of ideas, demonstrating an ambitious use of available resources to effectively communicate and present personal and professional practice to an intended audience.</p>	<p>Exceptional understanding of the nature and strengths of appropriate communication media. Information has been selected, organised and presented showing a highly developed awareness of context and audience. Message and medium are unified; communication is persuasive and compelling, taking full account of own personal and professional practice.</p>
<p>8. Development of Personal and Professional Practice Skills to enable the realisation of ideas,</p>	<p>Insufficient skills development and processes are explored or demonstrated. Judgement and execution of techniques is poor and fails to communicate</p>	<p>A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate</p>	<p>A confident and highly developed understanding and application of relevant processes, skills and knowledge are used effectively to extend enquiry and develop and realise</p>	<p>Exceptional understanding and application of relevant processes, skills and knowledge, are used effectively to demonstrate an aesthetic awareness and an imaginative and flexible</p>

Applying a best fit approach to UAL qualifications

<p>appropriate to personal and creative practice.</p>	<p>personal and professional practice.</p>	<p>to personal and professional practice.</p>	<p>creative solutions; showing a consistent command of varied techniques appropriate to personal and professional practice.</p>	<p>approach to extensive enquiry, leading to ambitious and inventive solutions appropriate to personal and professional practice.</p>
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UAL Level 4 Diploma in Visual Display and Branding for Fashion Business and Retail

Learning Outcome	Fail	Pass	Merit	Distinction
1. Planning Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Work submitted meets all of the assessment criteria and is of a satisfactory standard.	Work submitted meets all assessment criteria and is of a high standard.	Work submitted meets all assessment criteria and is of a very high standard.
2. Research Identification and investigation of a range of academic, ethical and cultural sources.	Insufficient evidence presented of how research is used to inform and develop ideas.	A developed understanding and implementation of active planning and reflection against aims.	A confident and highly developed understanding of active planning and reflection showing a coherent and reasoned response to own learning and progress.	Consistently demonstrates an exceptional responsibility for own learning and development through iterative cycles and well-articulated purposeful analysis and planning.
3. Context Understanding and	Insufficient evidence presented of how research is used to inform and develop ideas.	Insufficient understanding of subject knowledge and underlying principles. Context	A developed interpretation, and selection from varied sources is used to make an individual investigation, consolidating ideas and solutions for personal and professional activities.	A developed understanding of key aspects of the subject context, is used appropriately
			Confident and highly developed research and investigation of varied relevant sources are used effectively in the interpretation and synthesis of information to support and develop ideas and solutions for personal and professional activities.	Confident and highly developed understanding and knowledge of subject context
				Exceptional level of sustained research and individual investigation of varied relevant sources, leads to an insightful interpretation and synthesis of information to support and develop ideas and own personal and professional practice.
				Exceptional understanding and knowledge of subject context, is used to

Applying a best fit approach to UAL qualifications

<p>application of subject knowledge, and underlying principles, with appropriate breadth and depth to support the project development and realisation.</p>	<p>lacks clarity in aims and purpose.</p>	<p>to make informed judgements, articulate aims and clarify purpose.</p>	<p>and relevant debate, is used to communicate sound judgments, articulate aims, and clarify purpose.</p>	<p>communicate complex concepts, challenge ambitions, and articulate purpose to extend intellectual enquiry.</p>
<p>4. Problem Solving Solve problems and adapt to unforeseen challenges in the realisation of creative practice.</p>	<p>Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.</p>	<p>Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within personal and professional practice.</p>	<p>Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems. Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.</p>	<p>Demonstrates exceptional initiative in balancing the complexities of theoretical and practical problems, autonomously implementing practical and/or creative solutions. Adapts positively to the impact of unanticipated practical and theoretical challenges, using inventiveness and ambition to achieve identified goals</p>
<p>5. Progress and Production Management of own learning and progress through analysis, active reflection, negotiation, planning, self-direction,</p>	<p>Insufficient self-direction, subject engagement and evaluation against aims.</p>	<p>Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to the task or tasks against timescales.</p>	<p>Self-direction and negotiation are evidenced clearly to show high levels of subject engagement and commitment in the timely realisation of aims.</p>	<p>Self-direction, negotiation, subject commitment and engagement are supported by extensive evidence of impacts; and aims are realised within a set timeframe.</p>

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<p>subject engagement and commitment.</p>				
<p>6. Evaluation and Reflection Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.</p>	<p>Insufficient evidence of ongoing and summative critical reflection and evaluation used to inform and reflect on decision making.</p>	<p>A developed and considered ongoing and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.</p>	<p>Confident, highly developed ongoing and summative critical reflection, analysis, interpretation, and evaluation are used to develop an independent synthesis of information and application of reasoned decision making for the consolidation of ideas.</p>	<p>Exceptionally developed ongoing and summative critical reflection and evaluation. Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.</p>
<p>7. Communicating and Presenting Communicating and presenting a creative, individual or collaborative personal project.</p>	<p>Insufficient and/or ineffective communication and presentation of ideas.</p>	<p>Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.</p>	<p>Confident and highly developed selection and organisation of ideas, demonstrating an ambitious use of available resources to effectively communicate and present personal and professional practice to an intended audience.</p>	<p>Exceptional understanding of the nature and strengths of appropriate communication media. Information has been selected, organised and presented showing a highly developed awareness of context and audience. Message and medium are unified; communication is persuasive and compelling, taking full account of own personal and professional practice.</p>
<p>8. Development of Personal and Professional Practice</p>	<p>Insufficient skills development and processes are explored or demonstrated. Judgement</p>	<p>A developed understanding and application of relevant processes, skills and</p>	<p>A confident and highly developed understanding and application of relevant</p>	<p>Exceptional understanding and application of relevant processes, skills and</p>

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<p>Skills to enable the realisation of ideas, appropriate to personal and creative practice.</p>	<p>and execution of techniques is poor and fails to communicate personal and professional practice.</p>	<p>knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate to personal and professional practice.</p>	<p>processes, skills and knowledge are used effectively to extend enquiry and develop and realise creative solutions, showing a consistent command of varied techniques appropriate to personal and professional practice.</p>	<p>knowledge, are used effectively to demonstrate an aesthetic awareness and an imaginative and flexible approach to extensive enquiry, leading to ambitious and inventive solutions appropriate to personal and professional practice.</p>
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UAL Level 4 Diploma in Buying and Range Planning for Fashion Business and Retail

Learning Outcome	Fail	Pass	Merit	Distinction
1. Planning Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Work submitted meets all of the assessment criteria and is of a satisfactory standard.	Work submitted meets all assessment criteria and is of a high standard.	Work submitted meets all assessment criteria and is of a very high standard.
2. Research Identification and investigation of a range of academic, ethical and cultural sources.	Insufficient evidence presented of how research is used to inform and develop ideas.	A developed understanding and implementation of active planning and reflection against aims.	A confident and highly developed understanding of active planning and reflection showing a coherent and reasoned response to own learning and progress.	Consistently demonstrates an exceptional responsibility for own learning and development through iterative cycles and well-articulated purposeful analysis and planning.
3. Context Understanding and	Insufficient understanding of subject knowledge and underlying principles. Context	A developed interpretation, and selection from varied sources is used to make an individual investigation, consolidating ideas and solutions for personal and professional activities.	Confident and highly developed research and investigation of varied relevant sources are used effectively in the interpretation and synthesis of information to support and develop ideas and solutions for personal and professional activities.	Exceptional level of sustained research and individual investigation of varied relevant sources, leads to an insightful interpretation and synthesis of information to support and develop ideas and own personal and professional practice.
	Insufficient understanding of subject knowledge and underlying principles. Context	A developed understanding of key aspects of the subject context, is used appropriately	Confident and highly developed understanding and knowledge of subject context	Exceptional understanding and knowledge of subject context, is used to

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<p>application of subject knowledge, and underlying principles, with appropriate breadth and depth to support the project development and realisation.</p>	<p>lacks clarity in aims and purpose.</p>	<p>to make informed judgements, articulate aims and clarify purpose.</p>	<p>and relevant debate, is used to communicate sound judgments, articulate aims, and clarify purpose.</p>	<p>communicate complex concepts, challenge ambitions, and articulate purpose to extend intellectual enquiry.</p>
<p>4. Problem Solving Solve problems and adapt to unforeseen challenges in the realisation of creative practice.</p>	<p>Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.</p>	<p>Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within personal and professional practice.</p>	<p>Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems. Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.</p>	<p>Demonstrates exceptional initiative in balancing the complexities of theoretical and practical problems, autonomously implementing practical and/or creative solutions. Adapts positively to the impact of unanticipated practical and theoretical challenges, using inventiveness and ambition to achieve identified goals</p>
<p>5. Progress and Production Management of own learning and progress through analysis, active reflection, negotiation, planning, self-direction,</p>	<p>Insufficient self-direction, subject engagement and evaluation against aims.</p>	<p>Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to the task or tasks against timescales.</p>	<p>Self-direction and negotiation are evidenced clearly to show high levels of subject engagement and commitment in the timely realisation of aims.</p>	<p>Self-direction, negotiation, subject commitment and engagement are supported by extensive evidence of impacts; and aims are realised within a set timeframe.</p>

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<p>subject engagement and commitment.</p>				
<p>6. Evaluation and Reflection Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.</p>	<p>Insufficient evidence of ongoing and summative critical reflection and evaluation used to inform and reflect on decision making.</p>	<p>A developed and considered ongoing and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.</p>	<p>Confident, highly developed ongoing and summative critical reflection, analysis, interpretation, and evaluation are used to develop an independent synthesis of information and application of reasoned decision making for the consolidation of ideas.</p>	<p>Exceptionally developed ongoing and summative critical reflection and evaluation. Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.</p>
<p>7. Communicating and Presenting Communicating and presenting a creative, individual or collaborative personal project.</p>	<p>Insufficient and/or ineffective communication and presentation of ideas.</p>	<p>Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.</p>	<p>Confident and highly developed selection and organisation of ideas, demonstrating an ambitious use of available resources to effectively communicate and present personal and professional practice to an intended audience.</p>	<p>Exceptional understanding of the nature and strengths of appropriate communication media. Information has been selected, organised and presented showing a highly developed awareness of context and audience. Message and medium are unified; communication is persuasive and compelling, taking full account of own personal and professional practice.</p>
<p>8. Development of Personal and Professional Practice</p>	<p>Insufficient skills development and processes are explored or demonstrated. Judgement and execution of techniques is</p>	<p>A developed understanding and application of relevant processes, skills and knowledge is used effectively</p>	<p>A confident and highly developed understanding and application of relevant processes, skills and</p>	<p>Exceptional understanding and application of relevant processes, skills and knowledge, are used</p>

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<p>Skills to enable the realisation of ideas, appropriate to personal and creative practice.</p>	<p>poor and fails to communicate personal and professional practice.</p>	<p>to consolidate and realise ideas, showing a command of varied techniques appropriate to personal and professional practice.</p>	<p>knowledge are used effectively to extend enquiry and develop and realise creative solutions, showing a consistent command of varied techniques appropriate to personal and professional practice.</p>	<p>effectively to demonstrate an aesthetic awareness and an imaginative and flexible approach to extensive enquiry, leading to ambitious and inventive solutions appropriate to personal and professional practice.</p>
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UAL Level 4 Professional Diplomas

UAL Level 4 Professional Diploma in Creative Enterprise

Learning Outcome	Fail	Pass	Merit	Distinction
	Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Work submitted meets all of the assessment criteria and is of a satisfactory standard.	Work submitted meets all assessment criteria and is of a high standard.	Work submitted meets all assessment criteria and is of a very high standard.
1. Research Systematic identification and investigation of a range of academic and cultural sources	Little or no information presented.	Information is accurate and has been gathered and documented from a range of sources.	Well informed judgements made of the relative value of connected information from a wide range of sources.	Extensive independent research, accuracy, familiarity with the material, and sound judgements made.
2. Analysis Examination and interpretation of resources	Little or no evidence of examination of source material.	Accurate interpretation of the relationships between constituent elements.	Accurate interpretation and evaluation of the relationships between constituent elements.	Accurate interpretation, evaluation and synthesis of the relationships between constituent elements.
3. Subject knowledge Understanding and application of subject knowledge and underlying principles	Unable to evidence or articulate basic principles and knowledge related to the subject.	Evidence of understanding key aspects of the subject context, in current debates and/or historical background.	Accurate understanding of subject context.	Accurate, extensive understanding of subject context.
		References to some relevant theories/movements	References key theories and cultural movements	Evidence of appreciation of principal theories and cultural movements

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<p>4. Problem solving Solve problems and adapt to unforeseen challenges in the realisation of a creative enterprise</p>	<p>Little or no engagement with seeking alternative approaches to solving problems.</p>	<p>Sufficient exploration of alternative ideas using established approaches to resolve practical and theoretical problems.</p>	<p>Decisive demonstration of initiative in effectively solving problems, autonomously adapting to unforeseen practical and theoretical challenges to achieve identified goals.</p>	<p>Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.</p>
<p>5. Concept development Skills to enable the execution of ideas appropriate to the creative enterprise</p>	<p>Execution demonstrates poor judgement and very limited command of techniques.</p>	<p>Skills facilitate communication of ideas; evidence of checking/testing/finishing; conventions and procedures are used consistently and appropriately.</p>	<p>Skills facilitate practice and the communication of ideas; full command of conventions and procedures is evident.</p>	<p>Idea and technique are unified. Discernment and judgement are evident. Artistry skills may have contributed to conceptual advances.</p>
<p>6. Communication and presentation Presenting and communicating creative and business ideas and individual artistic profile</p>	<p>Ineffective use of visual/oral/written communication conventions in the production and presentation of ideas.</p>	<p>Conventions and standards are applied; structure is clear; information selection and organisation show awareness of audience requirements and preferences.</p>	<p>The nature and strengths of appropriate communication media have been exploited; information has been selected, organised and presented showing awareness of context and audience.</p>	<p>Message and medium are unified with personal style and brand; the communication is persuasive and compelling; it takes full account of diverse audience needs and awareness of own artistic identity.</p>
<p>7. Personal and professional development Management of</p>	<p>Consistent lack of evidence of reflection or planning for learning.</p>	<p>Evidence that reflection and planning have led to increased subject engagement and commitment.</p>	<p>Reflection and planning are self-directed, iterative and habitual.</p>	<p>Takes full responsibility for own learning and development through iterative cycles of well-articulated purposeful analysis and</p>

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<p>learning through reflection, planning, self-direction, subject engagement and commitment</p>	<p>No awareness of personal strengths and weaknesses in relation to task.</p>	<p>Developing an awareness of strengths and weaknesses.</p>	<p>Strengths have been successfully built on, weaknesses have been mitigated.</p>	<p>planning, supported by extensive evidence of impacts.</p>
<p>8. Professional practices and standards Capability to apply and uphold professional working practices and standards with a secure knowledge of creative industries' procedures and legislations</p>	<p>Little or no engagement with professional working practices and/or standards.</p>	<p>Appropriate application of professional working practices and standards; industry procedures and legislations observed and applied with good judgement.</p>	<p>Conventions and standards have been selected/applied with accurate judgement, conforming to and upholding relevant legislations.</p>	<p>Authoritative, decisive application of professional working practices demonstrating accurate judgements in effectively ensuring standards are unified with legislation.</p>

UAL Level 4 Professional Diploma in Technical and Production Practice for the Creative Industries

Learning Outcome	Fail	Pass	Merit	Distinction
1. Research Systematic identification and investigation of a range of academic and cultural sources	Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Work submitted meets all of the assessment criteria and is of a satisfactory standard.	Work submitted meets all assessment criteria and is of a high standard.	Work submitted meets all assessment criteria and is of a very high standard.
2. Analysis Examination and interpretation of resources	Little or no information presented.	Information is accurate and has been gathered and documented from a range of sources.	Well informed judgements made of the relative value of connected information from a wide range of sources.	Extensive independent research, accuracy, familiarity with the material, and sound judgements made.
3. Subject knowledge Understanding and application of subject knowledge and underlying principles	Little or no evidence of examination of source material.	Accurate interpretation of the relationships between constituent elements.	Accurate interpretation and evaluation of the relationships between constituent elements.	Accurate interpretation, evaluation and synthesis of the relationships between constituent elements.
		Unable to evidence or articulate basic principles and knowledge related to the subject.	Evidence of understanding key aspects of the subject context, in current debates and/or historical background.	Accurate understanding of subject context.
		References to some relevant theories/movements.	References key theories and cultural movements.	Evidence of appreciation of principal theories and cultural movements.
4. Problem solving Solve problems and	Little or no engagement with seeking alternative	Sufficient exploration of alternative ideas using	Decisive demonstration of initiative in effectively solving	Decisive demonstration of initiative in effectively solving

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adapt to unforeseen challenges in the realisation of a creative event	approaches to solving problems	established approaches to resolve practical and theoretical problems	problems, autonomously adapting to unforeseen practical and theoretical challenges to achieve identified goals	problems, autonomously implementing creative solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals
5. Technical competence Skills to enable the execution of ideas appropriate to the creative industries	Execution demonstrates poor judgement and very limited command of techniques.	Skills facilitate communication of ideas; evidence of checking/ testing/finishing; conventions and procedures are used consistently and appropriately.	Skills facilitate practice and the communication of ideas; full command of conventions and procedures are evident.	Idea and technique are unified. Discernment and judgement are evident.
				Artistry skills may have contributed to conceptual advances
6. Communication and collaborative working practices Demonstrates suitable behaviour for working in a professional context alone, or with others and in diverse teams (an increasing reality of the creative industries and in an international context)	Ineffective use of visual/oral/written communication conventions in the production and presentation of ideas. Does not collaborate with others; unproductive working alone; shows no knowledge of related profession.	Conventions and standards have been selected/ used with good judgement; Awareness of main standards required of relevant profession. Able to work both collaboratively and independently.	Conventions and standards have been selected/applied with accurate and decisive judgement. Aware of and able to meet standards required of relevant profession in simulated or real professional situations. May work well in a team, provide effective leadership, and demonstrate a well-rounded profile working alone.	The communication is persuasive and compelling; it takes full account of diverse audience needs; Integrates a sense of own identity productively into real or simulated professional situations. Can comfortably work as team member, in leadership role or alone.
7. Personal and professional development	Consistent lack of evidence of reflection or planning for learning.	Evidence that reflection and planning have led to increased subject	Reflection and planning are self-directed, iterative and habitual.	Takes full responsibility for own learning and development through iterative

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Management of learning through reflection, planning, self-direction, subject engagement and commitment		engagement and commitment.		cycles of well-articulated purposeful analysis and planning, supported by extensive evidence of impacts.
	No awareness of personal strengths and weaknesses in relation to task.	Developing an awareness of strengths and weaknesses.	Strengths have been successfully built on, weaknesses have been mitigated.	
8. Safe working practices and standards Capability to apply and uphold safe working practices and standards with a secure knowledge of creative Industries procedures and legislations	Little or no engagement with professional working practices and/or standards.	Appropriate application of safe working practices and standards; Industry procedures and legislations observed and applied with good judgement.	Conventions and standards have been selected/applied with accurate judgement, conforming and upholding relevant legislations.	Authoritative, decisive application of professional working practices demonstrating accurate judgements in effectively ensuring standards are unified with legislation.

UAL Level 4 Professional Diploma in Performance

Learning Outcome	Fail	Pass	Merit	Distinction
	Work submitted fails to meet one or more of the assessment criteria and is of a poor standard.	Work submitted meets all of the assessment criteria and is of a satisfactory standard.	Work submitted meets all assessment criteria and is of a high standard.	Work submitted meets all assessment criteria and is of a very high standard.
1. Research Systematic identification and investigation of a range of academic and cultural sources	Little or no information presented.	Information is accurate and has been gathered and documented from a range of sources.	Well informed judgements made of the relative value of connected information from a wide range of sources.	Extensive independent research, accuracy, familiarity with the material, and sound judgements made.
2. Analysis Examination and interpretation of resources	Little or no evidence of examination of source material.	Accurate interpretation of the relationships between constituent elements.	Accurate interpretation and evaluation of the relationships between constituent elements.	Accurate interpretation, evaluation and synthesis of the relationships between constituent elements.
3. Subject knowledge Understanding and application of subject knowledge and underlying principles	Unable to evidence or articulate basic principles and knowledge related to the subject.	Evidence of understanding key aspects of the subject context, in current debates and/or historical background.	Accurate understanding of subject context.	Accurate, extensive understanding of subject context.
		References to some relevant theories/movements.	References key theories and cultural movements.	Evidence of appreciation of principal theories and cultural movements.
4. Solve problems and adapt to unforeseen challenges in the	Little or no engagement with seeking alternative approaches to solving problems.	Sufficient exploration of alternative ideas using established approaches to	Decisive demonstration of initiative in effectively solving problems, autonomously adapting to unforeseen	Decisive demonstration of initiative in effectively solving problems, autonomously implementing creative

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realisation of a performance project		resolve practical and theoretical problems.	practical and theoretical challenges to achieve identified goals.	solutions and adapting to unforeseen practical and theoretical challenges to achieve identified goals.
5. Practical Skills to enable the execution of ideas appropriate to the performance project	Execution demonstrates poor use of practical skills and very limited command of technique	Practical skills are adequate to communicate ideas; technique applied appropriately in performance.	Practical skills facilitate confident and coherent communication of ideas; technique used consistently and accurately in performance.	Practical skills facilitate sophisticated and insightful communication of ideas; full command of technique is evident in performance.
6. Performance Presenting and communicating creative ideas and individual artistic profile	Ineffective use of performance standards in the production and presentation of ideas in performance.	Appropriate performance standards are applied and shows awareness of audience requirements and preferences.	Sustained and effective performance standards have been exploited showing considered awareness of context and audience.	Performance unified with personal style and communication is persuasive and compelling; it takes full account of diverse audience needs and awareness of own artistic identity.
7. Personal and Professional Development Management of learning through reflection, planning, self-direction, subject engagement and commitment	Consistent lack of evidence of reflection or planning for learning.	Evidence that reflection and planning have led to increased subject engagement and commitment.	Reflection and planning are self-directed, iterative and habitual.	Takes full responsibility for own learning and development through iterative cycles of well-articulated purposeful analysis and planning, supported by extensive evidence of impacts.
	No awareness of personal strengths and weaknesses in relation to task.	Developing an awareness of strengths and weaknesses.	Strengths have been successfully built on, weaknesses have been mitigated.	
8. Collaborative and/or Independent	Collaborates reluctantly; struggles to produce work	Awareness of main standards required of relevant profession. Able to work both	Aware of and able to meet most standards required of relevant profession in	Aware of and able to meet standards required of relevant profession in simulated or real

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<p>Professional Working standards demonstrates suitable behaviour for working in a professional context alone, or with others and in diverse teams</p>	<p>alone; has unrealistic view of professional life.</p>	<p>collaboratively and independently.</p>	<p>simulated or real professional situations. Productive when in a team or working alone.</p>	<p>professional situations. Highly productive and effective in teams and demonstrates a well-rounded profile working alone.</p>
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