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## 1.1 Definition and characteristics

The UAL Awarding Body Level 2 Award in Art & Design has been developed to provide students with an interest in art and design with the opportunity to explore the materials, methods and processes that support art and design activities, and to begin to develop some related technical skills. The qualification structure provides a linked introduction to the broad context within which art and design activity sits.

This initial experience of art and design activity is intended to provide students with an early test of their commitment and interest in the subject. It also provides an opportunity for them to explore and develop the skills, knowledge and understanding required for progression within art and design education. The Award in Art & Design can be used as a precursor to the Level 2 Diploma.

The Level 2 Diploma in Art & Design is designed to build on the skills, knowledge and understanding acquired through the Award and to provide an opportunity to explore, develop and test creativity. The qualification structure will provide a sound base of skills and knowledge, will enhance self-confidence, and impart an understanding of the career demands and opportunities within art and design.

Study for the combined qualifications is not time constrained but will normally be over a period of one year and is likely to appeal to those seeking to complete a period of practical study as an alternative to a more academic route.

The structure of the Diploma, with units linked to provide coherence, allows students to develop their practical skills and theoretical understanding through a process of reiteration and reinforcement. It also enables them to develop an effective working practice that will support creativity across a range of stimulating and demanding art and design activities.

To facilitate the transition between levels of study, the qualification incorporates units at both Levels 2 and 3. The final unit, which can be achieved at either Level 2 or 3, requires students to demonstrate the ability to use their knowledge, skills and understanding to successfully complete an assignment that involves greater self-direction in preparation for study at a more advanced level.

## 1.2 Aims

The Level 2 Award and Diploma in Art & Design will provide students with an introduction to art and design, enabling them to both re-engage with education and acquire the requisite knowledge, skills and understanding to progress to further education or employment in the creative industries.

The qualifications will provide students with:

1. An introductory experience to some of the materials, methods, processes and technical skills that support art and design activity
2. An introductory understanding of the context in which art and design activity is located
3. An opportunity to test student interest in art and design activities
4. Development of an awareness of the value of research to support art and design activity
5. An introduction to drawing skills necessary to support creative activity in art and design
6. Development of an understanding of the role of communication skills in the development of ideas
7. An opportunity to use the knowledge, understanding and skills developed throughout the qualification to identify, research and produce a personal art and design project.

## 1.3 Qualification structure

### Award in Art & Design

Mandatory units to be achieved: 2  
Total Guided Learning Hours (GLH): 60  
Total Qualification Time (TQT): 90  
Total Credits: 9

<b>Unit 1</b>	Introduction to materials, processes and technical skills in art and design	Level 2 40 GLH, TUT 60 Credits: 6
<b>Unit 2</b>	Introduction to contextual research in art and design	Level 2 20 GLH, TUT 30 Credits: 3

The Level 2 Award in Art & Design is made up of two mandatory units.

**GLH:** Guided Learning Hours  
**TQT:** Total Qualification Time  
**TUT:** Total Unit Time

### Diploma in Art & Design

Mandatory units to be achieved: 8  
Total Guided Learning Hours (GLH): 420  
Total Qualification Time (TQT): 750  
Total Credits: 75

Students must complete Units 1-2 of the Award, in addition to Units 3-7 and Unit 8 or 9.

<b>Unit 3</b>	Introduction to drawing skills	Level 2 50 GLH, TUT 70 Credits: 7
<b>Unit 4</b>	Introduction to communication skills in art and design	Level 2 50 GLH, TUT 70 Credits: 7
<b>Unit 5</b>	Solving 2D creative problems	Level 2 50 GLH, TUT 80 Credits: 8
<b>Unit 6</b>	Solving 3D creative problems	Level 2 50 GLH, TUT 80 Credits: 8
<b>Unit 7</b>	Solving time-based creative problems	Level 2 50 GLH, TUT 80 Credits: 8

Students must achieve either the **Level 2** or **Level 3** unit below:

<b>Unit 8</b>	Developing and producing a personal project in art and design	Level 2 150 GLH, TUT 370 Credits: 37
<b>Unit 9</b>	Developing and producing a personal project in art and design	Level 3 150 GLH, TUT 370 Credits: 37

The Level 2 Diploma in Art & Design is made up of seven mandatory units and a choice of one of two optional units.

## 1.4 Commentary on qualification structure

### Level 2 Award in Art & Design

The UAL Awarding Body Level 2 Award in Art & Design is intended as a precursor to the Level 2 Diploma in Art & Design. The qualification provides students and centres with an opportunity to review their interest and level of commitment to the study of art and design.

The qualification is delivered through two linked units, providing a stimulating and supportive experience.

**Units 1–2** should be linked together to form a coherent pattern of teaching and learning. They will provide students with an introduction to the skills, knowledge and understanding necessary to explore, enhance and sustain their creative development. Units 1–2 also help to determine the standard from which all other learning will develop.

Centres delivering the qualification should design assignments that provide the learning necessary to enable students to achieve the assessment criteria. The length and complexity of the assignments, and the specific art and design activities which students are asked to engage with, are at the discretion of the centre. Assignments should reflect the importance of oral and written communication as integral to all art and design activities.

**Unit 1** will provide students with an introduction to a range of materials, processes and technical skills necessary to support creative activity in art and design.

**Unit 2** will provide students with an awareness of the broader context within which art and design is positioned.

### Level 2 Diploma in Art & Design

Students following the Level 2 Diploma in Art & Design will have already completed the two mandatory units of the Level 2 Award in Art & Design. In addition, students will complete six units from a possible seven units that make up the Diploma. Units will vary in length (and for some students in level), to ensure that the qualification provides both a stimulating and supportive experience.

Centres delivering the qualification should design assignments that will provide the learning necessary to enable the student to achieve the assessment criteria. The length and complexity of the assignments, and the specific art and design activities which students are asked to engage with, are at the discretion of the centre. Assignments should reflect the importance of oral and written communication as integral to all art and design activities.

**Unit 3** will provide students with an introduction to the drawing skills, knowledge and understanding required to explore, enhance and sustain their creative development and determine a standard from which all other learning will develop.

**Unit 4** will provide students with an introduction to the communication skills that underpin and support all art and design activity and enable students to record experiences and communicate ideas. This unit may be delivered in parallel with (and in support of) Units 3, 5, 6, and 7.

**Units 5–7** may be delivered individually, or linked, but should form a coherent pattern of teaching and learning, requiring students to apply their newly acquired skills, knowledge and understanding in a series of more complex and demanding contexts. Students should also be encouraged to recognise and understand the unique characteristics of specific art and design activities, and the shared values uniting them.

It is important that students begin to understand that most art and design activities require some form of group or team working and therefore at least one unit from Units 5–7 should be delivered through an assignment that requires teamwork.

Unit 5 provides students with an opportunity to use the skills, knowledge and understanding acquired in Units 3 and 4, to work towards the creative solution of a defined 2D problem.

Unit 6 provides students with an opportunity to use the skills, knowledge and understanding acquired in Units 3 and 4, to work towards the creative solution of a defined 3D problem.

Unit 7 will provide students with an opportunity to use the skills, knowledge and understanding acquired in Units 3 and 4, to work towards the creative solution of a time-based problem.

**Unit 8 (at Level 2)** will provide students with an opportunity to demonstrate their abilities to research,organise, plan, produce and present a personally identified project.

**Unit 9 (at Level 3)**, like the corresponding Level 2 unit, will provide students with an opportunity to demonstrate their abilities to research, organise, plan, produce and present a personally identified project, but at a more challenging level.

The units allow students to demonstrate a degree of self-direction in the identification of a personal project proposal and the completion of related research and ideas development.

## 1.5 Admissions

UAL Awarding Body expects centres to recruit with integrity and on the basis of the students' anticipated ability to successfully complete the requirements of the individual unit(s) or the full qualification.

UAL Awarding Body recommends that students wishing to apply for the Level 2 Award and Diploma in Art & Design have a minimum of:

- a UAL or equivalent Level 1 qualification **or**
- three GCSEs at grade D or grade 3 or above **or**
- an equivalent Level 1 functional skills qualification in English and Maths.

The Centre must provide students with opportunities for re-taking English and Maths.

Most students will be required to present examples of their drawing and design work to confirm their interest in the subject.

## 1.6 Induction

Centres should provide students with an induction to ensure that:

- A course handbook and any other supporting material to facilitate effective learning is provided
- Timetabling arrangements are clarified
- Academic tutorials systems are provided
- Learning support needs are identified and provided for as appropriate
- Course structures and assessment requirements are explained for both internal assessment and external

moderation

- Health and safety regulations and procedures are explained.

## 1.7 Planning the programme

UAL Awarding Body supports innovative approaches to programme design and delivery within the broad context of the qualification aims and the learning outcomes and assessment criteria. The programme can be delivered in a variety of ways.

The qualification has been written to support a range of delivery options. The nine units focus on underpinning processes and principles and deliberately avoid the specification of detailed contexts in which delivery should occur. Although the intention of the qualification is to give students access to a range of disciplines, it is entirely feasible and desirable that more specialist delivery models could be used to support the development of students who begin the course with a clearer understanding of the disciplines in which they want to work. Delivery could therefore occur in the context of a particular specialist area such as fashion or graphic design.

However, delivery should be coherent and integrated, progressively focused upon the relationship between the development of students' work and the choices they make. As the programme progresses, students must be able to demonstrate achievement in learning, observing and practical experience in art and design, paralleled by an increasing ability to reflect on

their experiences in preparation for the next stages of their professional development.

At all times students should be developing a practical skill base along with an understanding of the relationship between the development of their ideas and work and the choices they make regarding future progression. Centres planning to deliver the qualification should familiarise themselves with the nine units and associated support material including:

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

Not every centre delivering the Level 2 Award and Diploma in Art & Design will be expected to provide an identical programme, but will be required to cover the same learning outcomes and assessment criteria and ensure coherent sequencing, (patterns of teaching, learning and assessment which are continuous, interactive and integrative) rather than a fragmented approach across diverse disciplines.

It is anticipated that centres will resource learning within the areas of art, graphic design, 3D, fashion, textiles and media. This list is not meant to be exhaustive but a guide to the general areas of activity which will meet the aims of the qualifications.

## 1.8 Personal and professional development

The Level 2 Award and Diploma in Art & Design will provide students with opportunities to develop and utilise broad, transferable skills through encouraging an ethos of personal and professional development. Specifically, the programme will allow students to demonstrate:

- Initiative
- Independent enquiry
- Creative thinking
- Reflective learning
- Team-working
- Self-management
- Effective participation
- Problem solving
- Communication.

## 1.9 Assessment

Units 1 and 2 of the **Level 2 Award in Art & Design** will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance.

Unit 3–7 of the **Level 2 Diploma in Art & Design** will be internally assessed and internally verified against the assessment and grading criteria for those units. Units 8 and 9 of the **Level 2 Diploma in Art & Design** will be internally assessed and internally and externally moderated against the assessment criteria for those units.

Students must successfully complete units 3-7 of the diploma, before moving on to the final unit, unit 8 or 9.

To achieve a Pass in any unit all assessment criteria must be met. Additionally, Units 8 and 9 are graded, Pass, Merit or Distinction.

To achieve a Merit or Distinction, all grade criteria in the respective categories must be met in full.

Failure to meet assessment criteria will lead to referral. Students are allowed one opportunity to redeem a referral and can only achieve at Pass grade.

## 1.10 Accreditation and funding

The Level 2 Award and Diploma in Art & Design are accredited to the Regulated Qualifications Framework (RQF) :

- The qualification accreditation number or QAN for the Award in Art & Design is [600/3738/6](#).
- The qualification accreditation number or QAN for the Diploma in Art & Design is [600/3807/X](#).

Centres can find full details of Skills Funding Agency (SFA) and Education Funding Agency (EFA) funding arrangements for the qualifications on the *Learning Aims Search - the Hub* website.

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# Unit 1

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

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**Level: 2**  
**GLH: 40**

**TUT: 60**

**Credits: 6**

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

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### Learning outcomes

The student will:

1. Understand materials, processes and technical skills in art and design.

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### Assessment criteria

The student can:

- 1.1 Select and compare, through experimental application, a range of materials and processes in support of creative activity.
- 1.2 Demonstrate the use of materials, processes and technical skills to affect the appearance and meaning of images and objects in art and design.
- 1.3 Assess the choice of materials, processes and use of technical skills to affect the appearance and meaning of images and objects in art and design.

### Indicative content, teaching strategies and learning activities

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

This unit, which should be linked formally through a common assignment(s) with Unit 2, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the range of materials, processes and technical skills used in art and design.

Students should be encouraged to be adventurous and open minded in exploring and evaluating a range of materials and processes in this unit, which is designed to provide a strong hands-on, experience supported by contextual research from Unit 2.

Students should also be encouraged to develop an appropriate level of personal skill in their application enabling them to confidently articulate their experiences and ideas. The learning for this unit should be delivered as a part of a studio or workshop based project.

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

A range of activities might include:

- An exploration of a range of materials and processes used in art and design to develop student skills and meet specified goals
- The use of a 'mini project' incorporating the learning for both Units 1 and 2 to provide a specific goal for more focussed activity.

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

### Methods of assessment and evidence of achievement

This unit will be internally assessed and verified through students' portfolios of evidence against the unit outcomes and assessment criteria. For students sitting for certification of the Award only, these units will also be externally moderated. The assessment activities for this unit should be combined with those from Unit 2.

Evidence is not prescribed. It could typically include: exploratory drawings, analytical drawings, workbooks, notebooks, digital recordings, constructed and scale objects and artefacts. This list is not exhaustive and students should be encouraged to develop the most appropriate evidence to demonstrate their achievement of the unit learning outcomes and assessment criteria.

### Additional information

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

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# Unit 2

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## Introduction to contextual research in art and design

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**Level: 2**  
**GLH: 20**

**TUT: 30**

**Credits: 3**

**Unit aim:** Develop students' awareness of the value of contextual research to support art and design activity.

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### Learning outcomes

The student will:

1. Understand art and design contextual research.

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### Assessment criteria

The student can:

- 1.1 Research and record contextual information for a range of art and design activities.
- 1.2 Demonstrate the use of contextual knowledge to inform and develop ideas for creative activity.
- 1.3 Assess the effectiveness of contextual awareness to support creative activity.

### Indicative content, teaching strategies and learning activities

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

This unit, which should be linked formally through a common assignment(s) with Unit 1, is designed to provide a coherent body of knowledge that will enable the student to develop an understanding of the broader context within which all art and design activity is positioned.

The learning for this unit should be delivered as part of a studio, library, gallery or museum based project(s), designed to encourage student confidence and familiarity with contextual awareness and perspective. Opportunities should be provided for students to articulate their perceptions as they establish a greater awareness of the contextual arena for art and design. This unit may also be used to explore the impact of new technologies in facilitating the transmission and evolution of ideas and values across cultures and over time.

Students should be encouraged to be adventurous and open minded in exploring, analysing and evaluating a variety of information sources. Students should also be encouraged to recognise the informative relationship between the study of contextual perspective and their own creative activities. Practical activities in this unit will require the student to identify and understand contextual research and evaluation recording their perceptions in a variety of formats.

A range of activities might include:

- An exploration of a range of methods for recording contextual research.
- The use of a 'mini project' incorporating the learning for both Units 1 and 2 to provide a specific goal for more focussed activity.

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

### Methods of assessment and evidence of achievement

This unit will be internally assessed and verified through students' portfolios of evidence against the unit outcomes and assessment criteria. For students sitting for certification of the Award only, these units will also be externally moderated. The assessment activities for this unit should be combined with those from Unit 1.

Evidence is not prescribed. It could typically include: a record of contextual research presented in reflective journals, workbooks, notebooks, extended textual formats, or digital recordings.

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

### Additional information

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

# Unit 3

## Introduction to drawing skills

**Level: 2**  
**GLH: 50**

**TUT: 70**

**Credits: 7**

**Unit aim:** Provide students with an introduction to the drawing skills necessary to support creative activity in art and design.

### Learning outcomes

The student will:

1. Know systems of measurement for translating 3D subjects into 2D drawings.
2. Be able to use measurements in observational drawings.
3. Know how a range of light sources affect the appearance and meaning of subjects.
4. Be able to use a variety of drawing media to record the effects of light.

### Assessment criteria

The student can:

- 1.1 Identify systems of measurement appropriate to translate observed subjects from 3D into 2D drawings.
- 2.1 Use systems of measurement in the production of observational drawing in a range of contexts.
- 2.2 Assess the use of measurement systems to influence appearance and meaning in observational drawing.
- 3.1 Compare and contrast a range of light sources on a variety of subjects.
- 4.1 Use a range of media to record the effects of light and influence appearance and meaning in drawing.
- 4.2 Assess the use of light to influence appearance and meaning in drawing.

### Indicative content, teaching strategies and learning activities

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

This unit is designed to provide students with an understanding of the formal elements of drawing, visual language materials and processes, and the approaches and perspectives that determine their use.

Students should be encouraged to develop an appropriate level of skill in the application of visual language to enable them to successfully articulate their ideas and experiences.

The learning for this unit should be delivered as a part of a studio or workshop based assignment(s), designed to encourage student confidence and familiarity with a range of techniques, materials, processes and skills. Students should be encouraged to be adventurous and open-minded in exploring and evaluating visual language.

A range of activities might include:

- An exploration of formal drawing measurement systems used to record responses to a range of subject matter
- An exploration of the use of light to record responses to a range of subject matter.

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

### Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. The assessment activities for this unit may be combined with those from Units 4, 5, 6 and 7.

Evidence is not prescribed. It could typically include: experiments and explorations of drawing and visual language in a wide range of materials, formats, and on a wide range of surfaces and sizes.

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

### Additional information

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

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# Unit 4

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## Introduction to communication skills in art and design

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**Level: 2**  
**GLH: 50**

**TUT: 70**

**Credits: 7**

**Unit aim:** Provide students with an introduction to the communication skills used in support of art and design activities. The unit will also develop an understanding of the role that communication skills play in informing and developing ideas.

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### Learning outcomes

The student will:

1. Understand communication methods and skills.
2. Be able to use communication methods and skills.

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### Assessment criteria

The student can:

- 1.1 Select and compare a range of communication methods and skills to support creative activity.
- 2.1 Use communication methods and skills to acquire and process information and express ideas in support of creative activity.
- 2.2 Assess the effectiveness of communication methods and skills to express ideas in support of creative activity.

### Indicative content, teaching strategies and learning activities

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

This unit, which may be linked and/or delivered in parallel with Units 3, 5, 6 and 7, is designed to provide an understanding of the importance of communication skills to express ideas in support of creative activity.

The learning for this unit may be delivered as a part of a studio, library, gallery or museum based project(s), designed to encourage student confidence and familiarity with a range of communication forms and techniques including verbal and written in both short and extended formats.

Students should also be encouraged to be adventurous and open-minded in exploring, recording and communicating ideas through a variety of formats and contexts. They should also recognise the vital role that good communication skills play in supporting all art and design activities, both within education and in the creative industries.

Opportunities should be provided for students to articulate their perceptions in relation to all of their creative activities.

A range of activities might include:

- An exploration of a range of communication forms
- The exploration and expression of ideas through a variety of formats in support of creative activity.

### Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. The assessment activities for this unit may be combined with those from Units 3, 5, 6 and 7.

Evidence is not prescribed. It could typically include: information organised and communicated in support of art and design activities presented in workbooks, notebooks, reports, essays, extended writings, oral presentations or digital recordings.

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

### Additional information

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

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# Unit 5

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## Solving 2D creative problems

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**Level: 2**  
**GLH: 50**

**TUT: 80**

**Credits: 8**

**Unit aim:** Provide students with an opportunity to use previously acquired skills, knowledge and understanding to work toward the solution of a defined two-dimensional creative problems in art and design.

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### Learning outcomes

The student will:

1. Be able to use drawing and research skills in 2D art and design.
2. Be able to use contextual awareness in 2D art and design.
3. Be able to use materials, processes and technical skills in 2D art and design.

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### Assessment criteria

The student can:

- 1.1 Use drawing and research skills to develop ideas to solve a 2D art and design problem.
- 1.2 Assess the effectiveness of drawing and research skills to develop ideas to solve a 2D art and design problem.
- 2.1 Use contextual awareness to support the development of a solution to a 2D art and design problem.
- 3.1 Use materials, processes and technical skills to solve a 2D art and design problem.
- 3.2 Assess the effectiveness of materials, processes and technical skills to solve a 2D art and design problem.

### Indicative content, teaching strategies and learning activities

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

The learning for this unit should be delivered as a part of a studio, library, gallery or museum-based project(s), designed to strengthen student confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with a more complex 2D problem solving task. Opportunities should be provided for students to articulate their perceptions in relation to their problem solving activity.

The learning for Units 5, 6 or 7 may be delivered through assignments that encourage or require team working. When centres choose to incorporate teamwork into an assignment it is important that assessment evidence can be identified as reflecting the contribution made by each student.

In this unit, students should: identify the requirements of the assignment (2D problem solving); undertake research activity; develop and evaluate ideas against the identified requirements and the broader art and design context; and use skills, knowledge and understanding to prepare and present solutions.

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

### Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. The assessment activities for this unit may be combined with those from Units 3, 4, 6 and 7.

Evidence is not prescribed. It could typically include: research activity, ideas development, evaluations and production activity presented in reflective journals, workbooks, notebooks, drawings, designs and digital recordings.

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

### Additional information

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

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# Unit 6

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## Solving 3D creative problems

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**Level: 2**  
**GLH: 50**

**TUT: 80**

**Credits: 8**

**Unit aim:** Develop students' abilities to critically analyse and integrate research, contextual understanding, materials, methods and skills to solve three-dimensional creative problems in art and design.

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### Learning outcomes

The student will:

1. Be able to use drawing and research skills in 3D art and design.
2. Be able to use contextual awareness in 3D art and design.
3. Be able to use materials, processes and technical skills in 3D art and design.

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### Assessment criteria

The student can:

- 1.1 Use drawing and research skills to develop ideas to solve a 3D art and design problem.
- 1.2 Assess the effectiveness of drawing and research skills to develop ideas to solve a 3D art and design problem.
- 2.1 Use contextual awareness to support the development of a solution to a 3D art and design problem.
- 3.1 Use materials, processes and technical skills to solve a 3D art and design problem.
- 3.2 Assess the effectiveness of materials, processes and technical skills to solve a 3D art and design problem.

### Indicative content, teaching strategies and learning activities

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

The learning for this unit should be delivered as a part of a studio, library, gallery or museum-based project(s), designed to strengthen student confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with a more complex 3D problem solving task. Opportunities should be provided for students to articulate their perceptions in relation to their problem solving activity.

The learning for Units 5, 6 or 7 may be delivered through assignments that encourage or require team working. When centres choose to incorporate teamwork into an assignment it is important that assessment evidence can be identified as reflecting the contribution made by each student.

This unit requires students to identify the requirements of the assignment (3D problem solving), undertake research activity, develop and evaluate

ideas against the identified requirements and the broader art and design context, and use skills, knowledge and understanding to prepare and present solutions.

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

### Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. The assessment activities for this unit may be combined with those from Units 3, 4, 5 and 7.

Evidence is not prescribed. It could typically include: research activity, ideas development, evaluations and production activity presented in reflective journals, workbooks, notebooks, drawings, designs, constructions, artefacts and digital recordings.

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

### Additional information

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

# Unit 7

## Solving time-based creative problems

**Level: 2**  
**GLH: 50**

**TUT: 80**

**Credits: 8**

**Unit aim:** Provide students with an opportunity to use previously acquired skills, knowledge and understanding to work toward the solution of a time-based creative problem.

### Learning outcomes

The student will:

1. Be able to use drawing and research skills for time-based art and design.
2. Be able to use contextual awareness for time-based art and design.
3. Be able to use materials, processes and technical skills for time-based art and design.

### Assessment criteria

The student can:

- 1.1 Use drawing and research skills to develop ideas to solve a time-based art and design problem.
- 1.2 Assess the effectiveness of drawing and research skills to develop ideas to solve a time-based art and design problem.
- 2.1 Use contextual awareness to support the development of a solution to a time-based art and design problem.
- 3.1 Use materials, processes and technical skills to solve a time-based art and design problem.
- 3.2 Assess the effectiveness of materials, processes and technical skills to solve a time-based art and design problem.

## Indicative content, teaching strategies and learning activities

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

The learning for this unit should be delivered as a part of a studio, library, gallery or museum based project, designed to strengthen student confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with a more complex time-based problem solving task. Opportunities should be provided for students to articulate their perceptions in relation to their problem-solving activity.

Time-based activities may include any form of communication that requires narrative or a sequence of images and sounds, including a response to other forms of creative activity, e.g. fashion performance, dance and theatrical performance.

The technology used to meet the requirements of the unit is not specified. Rather, centres are encouraged to recognise, the growing popularity of new forms of technology and the manner in which they are transforming many forms of

communication. It is not anticipated that centres will require high end or expensive systems to deliver this unit, but rather will encourage the creative use of any available technology, be it traditional or new.

The learning for Units 5, 6 or 7 may be delivered through assignments that encourage or require team working. When centres choose to incorporate teamwork into an assignment it is important that assessment evidence can be identified as reflecting the contribution made by each student.

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

## Methods of assessment and evidence of achievement

This unit will be internally assessed and internally verified through students' portfolios of evidence and is subject to UAL Awarding Body's external quality assurance. The assessment activities for this unit may be combined with those from Units 3, 4, 5 and 6.

Evidence is not prescribed. It could typically include: research activity, ideas development, evaluations and production activity presented in reflective journals, workbooks, notebooks, drawings, designs, constructions and digital recordings.

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

## Additional information

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

# Unit 8

## Developing and producing a personal project in art and design

**Level: 2**

**GLH: 150**

**TUT: 370**

**Credits: 37**

**Unit aim:** Students should use the knowledge, understanding and skills developed in previous units to identify, research and produce a personal art and design project.

### Learning outcomes

The student will:

1. Be able to identify, plan and develop an art and design project.
2. Be able to undertake and use research for an art and design project.
3. Be able to use materials, processes and technical skills to produce and present an art and design project.
4. Be able to assess the effectiveness of an art and design project.

### Assessment criteria

The student can:

- 1.1 Identify the parameters for an art and design project.
- 1.2 Plan and develop an art and design project within agreed parameters and timescale.
- 2.1 Identify research sources.
- 2.2 Use research activity to develop ideas in support of an art and design project.
- 2.3 Assess the value and effectiveness of research material to develop ideas in support of an art and design project.
- 3.1 Use materials, processes and technical skills to produce an art and design project within agreed parameters and timescale.
- 3.2 Identify and use professional presentation techniques for an art and design project.
- 4.1 Assess an art and design project against identified parameters and timescale.

### Indicative content, teaching strategies and learning activities

Unit 8 provides an opportunity for students to demonstrate evidence of sound research skills and methodology. The unit is designed to enable students to integrate and use the skills, knowledge and understanding developed in the previous units to respond to the requirements of an art and design project.

Students should demonstrate a degree of self-direction in the review, preparation, planning, organisation and completion of a personal project. Centres delivering the unit should design an over arching assignment that will provide the learning necessary to enable the student to achieve the assessment criteria whilst allowing some student discretion in the specific choice of activity.

Centres should ensure that students establish clearly identified goals, within the terms of reference of the over arching assignment, at an early stage in the development of the project. It is anticipated that students will recognise the value of dialogue and communication, with both peer group and professional staff, in identifying, exploring and assessing their ideas.

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

Students should be encouraged to recognise that, whichever working methodology they choose to use, they will need to be realistic in terms of achievable goals, material resources and time management, and to recognise the need for the development of a creative and imaginative solution in producing a personal project.

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

### Methods of assessment and evidence of achievement

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

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, research portfolios, digital recordings.

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

### Additional information

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

# Unit 9

## Developing and producing a personal project in art and design

**Level: 3**

**GLH: 150**

**TUT: 370**

**Credits: 37**

**Unit aim:** Students should use the knowledge, understanding and skills developed in previous units to identify, research and produce a personal art and design project.

### Learning outcomes

The student will:

1. Be able to identify, plan and develop an art and design project.
2. Be able to undertake and use research for an art and design project.
3. Be able to use materials, processes and technical skills to produce an art and design project
4. Be able to assess the effectiveness of an art and design project.

### Assessment criteria

The student can:

- 1.1 Plan and develop an art and design project that meets the identified requirements.
- 1.2 Estimate, review and revise as necessary the resources needed to implement and develop an art and design project.
- 2.1 Interpret, apply and develop research material in support of an art and design project.
- 2.2 Analyse the application of research material in support of an art and design project.
- 2.3 Critically compare and evaluate research material to support the implementation of an art and design project.
- 3.1 Use materials, processes and technical skills to produce an art and design project that meets the identified requirements.
- 3.2 Demonstrate the ability to produce an art and design project within an agreed time-frame.
- 3.3 Evaluate and apply professional presentation techniques for an art and design project.
- 4.1 Analyse and evaluate an art and design project against identified parameters and timescale.

### Indicative content, teaching strategies and learning activities

Unit 9 is designed to provide an opportunity for students to demonstrate evidence of sound research skills and methodology. This unit also provides students with the chance to integrate and use the skills, knowledge and understanding developed in the previous units to respond to the requirements of an art and design project.

The student should demonstrate a degree of self-direction in the review, preparation, planning, organisation and completion of a personal project. Centres delivering the unit should design an over arching assignment that will provide the learning necessary to enable the student to achieve the assessment criteria whilst allowing some student discretion in the specific choice of activity.

Centres should ensure that students establish clearly identified goals, within the terms of reference of the over arching assignment, at an early stage in the development of the project. It is anticipated that students will recognise the value of dialogue and communication, with both peer group and professional staff, in identifying, exploring and assessing their ideas. The unit provides an ideal opportunity for students to extend and develop the use of a personal reflective journal to record their ideas and perceptions in the development, execution and evaluation of the project.

Students should be encouraged to recognise that, whichever working methodology they choose to use, they will need to be realistic in terms of achievable goals, material resources and time management, and to recognise the need for the development of a creative and imaginative solution in producing a personal project.

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

### Methods of assessment and evidence of achievement

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

Evidence is not prescribed. It could typically include: personal reflective journals, workbooks, notebooks, portfolios of drawings, paintings and designs, digital recordings, constructed objects.

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

### Additional information

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

## Unit 8: Developing and producing a personal project in art and design - Level 2

Unit 8, the final Level 2 unit of the Diploma in Art & Design, allows for the evidence submitted by the student to be assessed and graded.

The overall grade for the qualification is determined by the student achievement in Unit 8: *Producing an art and design project*.

All internal assessment and grading decisions are subject to external moderation. Please refer to the Level 2 grade exemplification matrix (page 31).

The grades that can be achieved are:

### Referral

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

### Fail

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

### Pass

To achieve a Pass grade, a student must achieve all of the pass assessment criteria listed within Unit 8.

### Merit

To achieve a Merit grade, a student must achieve all of the Pass assessment criteria listed within Unit 8 and must additionally meet the entire Merit grade criteria listed here.

### Distinction

To achieve a Distinction grade, a student must achieve all of the pass assessment criteria listed within Unit 8, and must additionally meet all of the Merit and Distinction grade criteria listed here.

## 1. Planning and production

### Pass

- 1.1 Identify the parameters for an art and design project to a satisfactory level.
- 1.2 Plan and develop an art and design project within agreed parameters and timescale to a satisfactory level.

### Merit

- 1.1 Identify the parameters for an art and design project to a high level.
- 1.2 Plan and develop an art and design project within agreed parameters and timescale to a high level.

### Distinction

- 1.1 Identify the parameters for an art and design project to a very high level.
- 1.2 Plan and develop an art and design project within agreed parameters and timescale to a very high level.

## 2. Research, development and problem solving

### Pass

- 2.1 Identify research sources to a satisfactory level.
- 2.2 Use research activity to develop ideas in support of an art and design project to a satisfactory level.
- 2.3 Assess the value and effectiveness of research material to develop ideas in support of an art and design project to a satisfactory level.

### Merit

- 2.1 Identify research sources to a high level.
- 2.2 Use research activity to develop ideas in support of an art and design project to a high level.
- 2.3 Assess the value and effectiveness of research material to develop ideas in support of an art and design project to a high level.

### Distinction

- 2.1 Identify research sources to a very high level.
- 2.2 Use research activity to develop ideas in support of an art and design project to a very high level.
- 2.3 Assess the value and effectiveness of research material to develop ideas in support of an art and design project to a very high level.

## 3. Practical skills and presentation

### Pass

- 3.1 Use materials, processes and technical skills to produce an art and design project within agreed parameters and timescale to a satisfactory level.
- 3.2 Identify and use professional presentation techniques for an art and design project to a satisfactory level.

### Merit

- 3.1 Use materials, processes and technical skills to produce an art and design project within agreed parameters and timescale to a high level.
- 3.2 Identify and use professional presentation techniques for an art and design project to a high level.

### Distinction

- 3.1 Use materials, processes and technical skills to produce an art and design project within agreed parameters and timescale to a very high level.
- 3.2 Identify and use professional presentation techniques for an art and design project to a very high level.

## 4. Evaluation and reflection

### Pass

- 4.1 Assess an art and design project against identified parameters and timescale to a satisfactory level.

### Merit

- 4.1 Assess an art and design project against identified parameters and timescale to a high level.

### Distinction

- 4.1 Assess an art and design project against identified parameters and timescale to a very high level.

## Unit 9: Developing and producing a personal project in art and design - Level 3

Unit 9, the final unit of the Level 3 Diploma in Art & Design, provides for the evidence submitted by the student to be assessed and graded.

The overall grade for the qualification is determined by the student's achievement in Unit 9: *Producing an art and design project*.

All internal assessment and grading decisions are subject to external moderation. Please refer to the Level 3 grade exemplification matrix, available on the UAL Awarding Body website.

The grades that can be achieved are:

### Referral

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

### Fail

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

### Pass

To achieve a Pass grade, a student must achieve all of the Pass assessment criteria listed within Unit 9.

### Merit

To achieve a Merit grade, a student must achieve all of the Pass assessment criteria listed within Unit 9 and must additionally meet the entire Merit grade criteria listed below.

### Distinction

To achieve a Distinction grade, a student must achieve all of the Pass assessment criteria listed within Unit 9 and must additionally meet all of the Merit and Distinction grade criteria listed below.

## 1. Planning and production

### Pass

- 1.1 Plan and develop an art and design project that meets the identified requirements to a satisfactory level.
- 1.2 Estimate, review and revise as necessary the resources needed to implement and develop an art and design project to a satisfactory level.

### Merit

- 1.1 Plan and develop an art and design project that meets the identified requirements to a high level.
- 1.2 Estimate, review and revise as necessary the resources needed to implement and develop an art and design project to a high level.

### Distinction

- 1.1 Plan and develop an art and design project that meets the identified requirements to a very high level.
- 1.2 Estimate, review and revise as necessary the resources needed to implement and develop an art and design project to a very high level.

## 2. Research, development and problem solving

### Pass

- 2.1 Interpret, apply and develop research material in support of an art and design project to a satisfactory level.
- 2.2 Analyse the application of research material in support of an art and design project to a satisfactory level.
- 2.3 Critically compare and evaluate research material to support the implementation of an art and design project to a satisfactory level.

### Merit

- 2.1 Interpret, apply and develop research material in support of an art and design project to a high level.
- 2.2 Analyse the application of research material in support of an art and design project to a high level.
- 2.3 Critically compare and evaluate research material to support the implementation of an art and design project to a high level.

### Distinction

- 2.1 Interpret, apply and develop research material in support of an art and design project to a very high level.
- 2.2 Analyse the application of research material in support of an art and design project to a very high level.
- 2.3 Critically compare and evaluate research material to support the implementation of an art and design project to a very high level.

## 3. Practical skills and presentation

### Pass

- 3.1 Use materials, processes and technical skills to produce an art and design project that meets the identified requirements to a satisfactory level.
- 3.2 Demonstrate the ability to produce an art and design project within an agreed time-frame to a satisfactory level.
- 3.3 Evaluate and apply professional presentation techniques for an art and design project to a satisfactory level.

### Merit

- 3.1 Use materials, processes and technical skills to produce an art and design project that meets the identified requirements to a high level.
- 3.2 Demonstrate the ability to produce an art and design project within an agreed time-frame to a high level.
- 3.3 Evaluate and apply professional presentation techniques for an art and design project to a high level.

### Distinction

- 3.1 Use materials, processes and technical skills to produce an art and design project that meets the identified requirements to a very high level.
- 3.2 Demonstrate the ability to produce an art and design project within an agreed time-frame to a very high level.
- 3.3 Evaluate and apply professional presentation techniques for an art and design project to a very high level.

## 4. Evaluation and reflection

### Pass

- 4.1 Analyse and evaluate an art and design project against identified parameters and timescale to a satisfactory level.

### Merit

- 4.1 Analyse and evaluate an art and design project against identified parameters and timescale to a high level.

### Distinction

- 4.1 Analyse and evaluate an art and design project against identified parameters and timescale to a very high level.

## Exemplification for UAL Awarding Body Grade criteria – Level 2

The assessment criteria for Pass, Merit and Distinction remain the same but UAL has, in addition, developed a matrix and set of descriptors for assessors to provide further clarification and ensure that grades are more clearly defined, to ensure that assessors are able to differentiate consistently between learners based on the level of skills, knowledge and understanding shown.

In order to maintain consistency in understanding and comparability across qualifications at the same level, the exemplification matrix should be used in conjunction with the UAL grading criteria.

### Fail

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

### Pass

**Work submitted meets all of the assessment criteria and is of a satisfactory 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.

#### Planning and production

Ineffective or unrealistic planning and poor organisation. Task or tasks incomplete against timescale.

Realistic planning and organisation. Satisfactory production against time-scales.

#### 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.

#### 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.

**Merit**

**Work submitted meets all assessment criteria and is of a high standard.**

Thorough research and investigation of relevant sources, coherent use of information used to inform and develop ideas.

Effective planning, organisation and subject engagement evidenced. Efficient production against time-scales.

Considered and capable demonstration of processes, application of skills and knowledge used to develop ideas and present creative solutions.

Effective evaluation clearly communicated and applied to make reasoned decisions and inform the development of ideas.

**Distinction**

**Work submitted meets all assessment criteria and is of a very high standard.**

Thorough and sustained research and investigation of relevant sources. Accomplished and considered interpretation of information used to inform, develop and extend ideas.

Detailed and effective planning and organisation, commitment and subject engagement evidenced. Substantial production against time-scales.

Accomplished demonstration of processes, skills and knowledge used to develop alternative ideas and present creative solutions.

Perceptive evaluation and interpretation, demonstrating clarity in thinking and decision making used to inform and progress ideas.

We believe in transformative education. We design and award creative qualifications that empower and inspire educators to help students reach their potential.

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

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

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Central Saint Martins

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