Digital Portfolio Submission (DPS) Guidance 2021/22
A guide for centres
Please note:

This guidance details the process from external moderation of internally assessed qualifications only. It does not relate to moderation of external assessments, set and marked by UAL such as those embedded in the UAL Level 3 Applied General Diploma in Art and Design and the first year of the UAL Level 3 Applied General Extended Diploma in Art and Design. However, it does apply to the second year of the UAL Level 3 Applied General Extended Diploma in Art and Design which incorporates an internally assessed, externally moderated element.
Introduction

This document is for all UAL Awarding Body (UAL) approved centres; colleges, training providers and other settings where our qualifications are being delivered in the 2021/22 academic year.

Traditionally, for its internally assessed and externally moderated qualifications, UAL has operated a face-to-face external moderation model, where each qualification at each centre/site received a face-to-face visit by a UAL external moderator or team of moderators. Given the ongoing impact of COVID-19, face-to-face, on-site moderation is impractical this academic year. Therefore, UAL has adopted a remote digital model for the 2021/22 academic year. All UAL approved centres are required to make student work and associated documentation, available digitally for those conducting the remote moderation activity.

This document is sets out the 2021/22 external moderation requirements and will assist you in preparing the required digital submission.

Digital External Moderation Overview

The external moderation process has been designed to quality assure centre assessment outcomes to ensure that students awarded a qualification by UAL receive a fair, valid and reliable grade that accurately reflects their level of achievement. It also ensures that the standard against which they are measured is comparable across all UAL approved centres and with previous cohorts.

External Moderation takes place after a centre has completed all assessment and internal verification for a qualification. It ensures that those preceding centre quality stages have met UAL’s requirements and that the criteria for awarding have been achieved.

Although you will not receive a 'face-to-face' external moderation visit this year, the digital external moderation process is based on our standard approach with which you are familiar, so you can expect a similar experience to previous visits. The UAL moderator(s) will sample the work of students and review the assessment records and standardisation records for both formative and summative units as usual. The main difference is that this year, centres will provide UAL with a hyperlink to a remotely accessible Digital Moderation Submission (DMS) and this hyperlink will contain all the evidence needed to facilitate external moderation. The hyperlink will be sent directly to your allocated moderator.

For students completing a UAL qualification in summer 2022, external moderation will be conducted between May and July 2022. If you have students who are expected to complete outside this timeframe it is important that you contact academic.awarding@arts.ac.uk for additional guidance as formal approval to moderate outside this timescale is required.

In support of this year’s digital external moderation, centres must ensure all students' digital portfolios of evidence for the summative unit(s) can be accessed online by those conducting the external moderation process by the agreed Moderation Ready Date (MRD). The date will be discussed at Contact Point 2 – Quality Monitoring which will take place between January and March, all grades (including reasonable adjustments and special consideration requests) must be submitted in advance of agreed MRD date.
Preparing for digital external moderation throughout the year

To facilitate digital external moderation in the summer, UAL approved centres must prepare by embedding the requirements in their approach throughout the preceding months as follows:

- Negotiate, check, and agree that project proposals (if applicable, see relevant qualification specifications) submitted by students in the planning stages of their summative project are appropriate and achievable in a remote capacity if required.
- Realign project outcomes and targets to focus on the creative journey, process, and conceptual/thematic ideas rather than final outcomes.
- Ensure that student work and progression is tracked, and records are available electronically.
- Embed the teaching of appropriate digital portfolio creation into delivery plans.
- Carefully consider the use of work platforms to ensure that student work is digitally accessible for the duration of the external moderation period. Platforms for this may include (but are not limited to) WordPress blog, Adobe Spark, digital presentation techniques, social media platforms, SoundCloud, music/video streaming services, PowerPoint presentation converted to PDF etc.
- Ensure students are prepared to catalogue their work in readiness for digital submission. UAL will provide a DMS declaration form for centres to use to attach their hyperlink.

Centres must consider how they will share access to the digital portfolios they create, and other documentation requested by their Senior External Moderator/External Moderator. The most common digital platforms that centres work with i.e Microsoft One Drive/SharePoint; Google Drive; Google Classroom and a link to your folders, including individual student portfolios, can be shared with UAL via any of these or other systems.

Further guidance on supporting your students in preparing their Student Digital Portfolios (SDPs) is included in Appendix A and suggested examples are offered in Appendix B.

Prior to External Moderation

Centres must be moderation ready by 21 June 2022, and all student work and relevant course documentation will be digitally accessible.

Make provision for students to submit work for external moderation in a digital capacity.

Ensure that tracking for formative and final unit assessment evidence is available for review and quality assurance by UAL in a digitally accessible format (assessment briefs, student work, awarded grades and feedback).

Ensure that student authentication has been completed and available to the moderator in a digitally accessible format. Individual student authentication evidence will be subject to sampling on request of the moderator.

Ensure you submit the declaration via Quartz and check the hyperlink has been checked for accuracy before being submitted.

UAL recognises that you will already have processes in place relating to the above during the first term of teaching to support digital external moderation.
Ensuring your centre is moderation ready

UAL is only able to conduct remote external moderation when centres have met the following mandatory prerequisites:

- All SDPs are checked, organised and uploaded in preparation for external moderation
- All internal appeals have been resolved/ratified
- All requests for special consideration have been submitted and approved
- Information on reasonable adjustments is available to the moderator in a digitally accessible format.
- All group authentication forms have been signed and included within SDP
- All assessment and internal verification of grades for the formative and summative units has taken place
- All referrals have been redeemed and final Fail, Pass, Merit and Distinction grades (Where applicable) have been awarded
- All links and any host sites have been checked to ensure they are live and working
- All grades for all units in the qualification have been uploaded to the UAL portal 48 hours before the moderation ready date

If, during the external moderation process, it is identified that a centre has not met these requirements external moderation will not take place as planned and will be rescheduled. This could delay the verification of the grades and impact on certification.

What to include in your Centre External Moderation Submission?

The following items must be available for scrutiny during digital external moderation, and in separate folders:

- **Final Project Brief** (where applicable)
- **Internal Verification** records for the project brief
- **Authentication** documentation, tracking and evidence*
- **Internal Verification** records of final grading decisions and assessment tracking of formative units and associated feedback
- **Student Digital Portfolios (SDP)** of work including project proposal if applicable (*see relevant qualification specifications)
- **Student feedback** for the summative assessment/grading decisions

*For details on authentication requirements please see the 2021/22 Delivery Guidance for centres page 10 -11:

- When preparing your centre external moderation submission, you must ensure that the folders are labelled to match the bullet points above. Submissions that are not clearly labelled may delay the external moderation process.
- Centres will provide one hyperlink direct to the moderator. This will allow UAL Senior/External Moderators to conduct the digital moderation process.
- You must provide one link per qualification to the allocated moderator.
Appendix A - How to prepare a Student Digital Portfolio (SDP)

Each SDP **MUST** include:

- Project proposal (where applicable, see relevant qualification specification)
- All student work for the summative unit (in the case of short courses that do not have a summative unit you will need to present all the work for the units undertaken)
- Student assessment feedback sheet

Please note: Suggested examples of student digital portfolios are provided in appendix B.

Ensure all SDPs are consistent in format and presentation. This is for coherence across groups and specialisms and to make navigation of folders simple and comparable at external moderation. Centres must ensure they have an overview and control of access for students, staff, and UAL. Therefore, the format you decide to use **MUST**:

- Include ALL student portfolios for the qualification
- Be externally accessible by a hyperlink for moderation
- Be organised logically and coherently (see example in Appendix B)
- Be navigable independently by the External Moderator
- Ensure live links to host sites and external sites (YouTube/Instagram) have been tested and are accessible prior to moderation
- Backup (with downloaded copies) any digital student work hosted on external sites (photographs, videos etc.)
Appendix B - Student Digital Portfolio Examples

Examples of how individual student digital portfolios may be presented are outlined below (these are not exhaustive).

**Example 1:**
If you are working on a Microsoft cloud-based system e.g. One Drive or SharePoint your individual digital portfolio might look like this, with folders linked to the learning outcomes for the unit. Each folder will contain work pertaining to the outcome listed:

```
My files > MPP ExtDip Example > Student Name and ULN

- Name
- Context
- Evaluation and Reflection
- Planning and Production
- Practical Skill
- Presentation
- Problem Solving
- Research
```

In this example, created on Microsoft OneDrive folders are created for FMP/summative unit/s either by the students or assessor/tutor and shared with the students. The latter option ensures control of the files and content remains with the assessor/tutor. The folder titles may be different depending on your qualification descriptors, this example is for level 3 extended diploma in music performance and production.

**Example 2:**
Alternatively, if working on a Microsoft cloud-based system e.g. One Drive or SharePoint your individual digital portfolio might look like this with the stages of production listed in the student portfolio:

```
My files > Student Name and ULN L3 Diploma CMPT

- Name
- Proposal
- Pre production
- Production
- Post production
- Authentication
```

In this example the student work is organized into stages of production, making it easy for entire the process to be followed.

**Video: creating a digital portfolio using Microsoft One Drive/SharePoint:**
[One Drive Portfolio Tutorial]
Example 3:
If your centre works on Google Drive or Google Classroom then your digital portfolio can be organised in a similar way to the one above with folders linked either to the entire FMP as a linked website, learning outcomes for the unit, or to stages of the project/production. See below:

In this example from CMPT the student has captured their unit progress on a Wix site and so instead of separating the individual learning outcomes into folders they are able to provide a link to their website where all the outcomes have been addressed throughout the project (see below for how to work on Wix)

If you are working in a discipline where aspects of the unit are captured individually then you might want to present your work in the relevant folders (films, photos, PPT, Word or PDF etc.)

Video: creating a digital portfolio using Google Drive/Google Classroom: 
Google Portfolio Tutorial
Example 4:
Regardless of whether you are working with Microsoft or Google if you choose to work on web-based sites/blog sites (e.g. Wix or WordPress) your digital folder may look like the one below. The learning outcomes or stages of production can be listed as tabs in the menu for easy navigation. This is an ideal way to capture the entire process of the summative unit in one place.

This example was created using free website creation software Wix. It was created by the student but followed a template set by the centre which all students used to ensure consistency and coherence across the group.

Links to examples of student portfolios created with Wix:

Music Performance and Production
https://andrewpettit.t.wixsite.com/website-1-1

Creative Media Production and Technology
Harry's Wix site for Unit 13 FMP

Video: how to create a digital portfolio of student work using Wix:
Wix Portfolio Tutorial
Copyright and Referencing

As with any academic work, sources of research, whether in print or in an audio-visual format must be referenced appropriately and authenticated accordingly.

- Where several images are used and it is difficult to reference, a comprehensive bibliography must be included.
- For external facing formats (YouTube, Facebook, Instagram etc.) the students may require authorisation to use images, music, film, performance material.
- Ensure all attempts have been made to seek clearance and permission, and all usage is acknowledged. Where permission is not granted for public sites ensure all work is stored in-centre and backed up as an individual file on a drive to which a link can be created.

For further information on copyright please follow the link below:
Protecting Copyright in the UK and EU