

# **Delivering UAL qualifications in 2020/21 academic year**

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**Guidance for Centres**

Version 1.0 - October 2020

Version 1

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# Introduction

This document is for new and existing UAL Awarding Body (UAL) approved centres; colleges, training providers and other settings where our qualifications are being delivered in the 2020/21 academic year.

In response to the impact that COVID-19 has had on teaching, learning and assessment in the 2019/20 academic year, and anticipating the continued impact this is likely to have in the 2020/21 academic year, UAL have issued this document to provide centres with guidance for how they might **adapt** delivery and assessment for this academic year in response to further disruptions.

Ofqual, the qualifications regulator in England, has now confirmed that Centre Assessment Grades (CAG), which were used to calculate qualification grades in 2019/20, must not be used this academic year. Therefore, our aim is to ensure that as many students as possible are able to take their assessment this year, even in the event of further disruption.

In making provisions for adaptations, UAL have taken all reasonable steps to minimise risks to validity, and as far as possible, ensure that any adaptations proposed by UAL minimise any disadvantages to students with protected characteristics or special education needs. UAL have done this predominately through ensuring that the key features and constructs of our qualifications are retained.

UAL have worked closely with our regulators (Ofqual, CCEA and Qualifications Wales), relevant sector bodies and other stakeholders to identify relevant adaptations for delivery this academic year. We have also taken on board feedback from our centres to ensure that we have addressed your key concerns. It should, however, be noted that it is impossible to cover all scenarios for disruption, therefore this guidance aims to set out some clear parameters in which centres can operate.

The approaches outlined in this document applies to UAL qualifications awarded in England, Scotland, Wales and Northern Ireland and complies with the requirements of the corresponding Ofqual's Extended Extraordinary Regulatory Framework: Vocational and Technical Qualifications, COVID-19 Guidance.

## Delaying qualification assessments

Our aim is to provide students with valid and reliable results, whilst minimising the burden on centres and students.

There may be instances, however, particularly with our occupational qualifications, where continuing the assessments even with adaptations in place will not be possible. In these small number of cases, the assessment for these qualifications may be delayed. The decision, as to whether a qualification's assessment and/or delivery can be delayed, will be made by UAL, in

consultation with relevant stakeholders. Further details can be found in the 'Occupational Qualification' section below.

## Summary of adaptations

UAL have suggested adaptations that aim to support centres with their delivery and assessments for the 2020/21 academic year and to mitigate against potential further COVID-19 disruption. UAL has a flexible delivery model in place for our qualifications that will allow centres to adapt their delivery and assessments.

There are a number of ways in which UAL is making changes to our qualifications in 2020/21 academic year to ensure that as many students as possible are able to receive their results in Summer 2021. The adaptations available to centres include the following:

- Changing the way the qualification is delivered, for example, by allowing blended delivery and/or 100% remote delivery in exceptional circumstances.
- Changing the way in which assessments are conducted, for example, allowing remote assessment<sup>1</sup> rather than face-to-face only.
- Achievement of the qualification Guided Learning Hours (GLH) through combining the delivery and/or assessment of unit content and the delivery of guided learning hours remotely.
- Permit students to meet criteria that requires group work by working independently.
- Changing our expectations around the 'outcomes' expected so, for example, clarifying that it is not mandatory to produce one final piece of work if circumstances prevent this from occurring.
- Changing which assessment methods can be used, for example, using simulations in place of real life practical demonstrations, or allowing remote observations instead of face-to-face observations.

The above adaptations can be implemented by centres from the start of the 2020/21 academic year.

The following adaptations will be implemented by UAL, and further guidance on these will be released in due course:

- Changing the way in which UAL quality assures the qualification, by moving from face-to-face external moderation to digital external moderation.

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<sup>1</sup> A remote assessment is one that is conducted off site either in whole or in part. Remote assessments generally make use of technology, such as Skype, Microsoft Teams, Zoom Meeting or GoTo Meeting, to support the Assessment team when a site visit is not possible / appropriate.

- Changing the controls around the external assessment for the Applied General Diploma and Extended Diploma in Art and Design.

## Planning qualification delivery and assessment

In planning programmes for delivery this academic year, centres must:

- Put in place additional support for vulnerable and disadvantaged young people, including identifying whether they need support to access any remote delivery.
- Identify and put in place plans to manage any safeguarding concerns.
- Consider if they can use the time in the centres to focus on practical skills activities which require specialist tools, resources, materials and/or help from technicians. Activities such as theory-based sessions, tutorials, student's assessment and feedback discussions are more suited for remote/online delivery sessions.
- Develop contingency plans for how they will react in the event of a regional or national lockdown or further disruption.
- Ensure that contact details of the centre's Super User are up to date on Quartz Web, so that information can be disseminated quickly and effectively by UAL.

UAL will support centres with planning, delivery and assessment in the form of subject specific sessions.

# Blended delivery

For the most part, we expect onsite delivery to resume, recognising that this may be supplemented by high quality online/remote delivery.

Due to the possibility of further disruptions to delivery and social distancing measures limiting students' college attendance, centres will be permitted to deliver our qualifications through blended delivery.

In this document, the term 'blended delivery' refers to 'an approach to learning that combines face-to-face delivery with online learning experiences.'

UAL qualifications are designed to allow for a range of delivery options, but this flexibility must be balanced with the benefits of students undertaking practical and collaborative work as part of the qualification(s) and with the validity and comparability of qualifications.

Therefore, UAL will permit **a maximum of 80% of the qualification's Guided Learning Hours (GLH) to be delivered remotely** this academic year, 2020/21.

The only exceptions to this would be in the cases of:

- local or national disruption
- where individual students or groups of students are self-isolating or
- where individual students or groups of students are shielding.

In these cases, up to 100% of the qualifications GLH may be delivered remotely.

Centres will be required to notify UAL through the Annual Quality Monitoring Requirement due to be released by email to centres in November, if they plan on delivering more than 80% of the GLH remotely.

Please note, however, that DfE in England has separate guidance regarding the percentage of delivery that must be on site in order secure funding for 16-19 students, and at time of writing this states that "the majority" of delivery must be on site at the centre. Centres are advised to review DfE and/or local funding guidance and ensure that they comply with requirements on the number of hours that can be delivered remotely so that funding is not adversely affected.

Centres are strongly encouraged to review the DfE guidance titled: [Further education \(FE\) autumn term guidance](#), for advice on guidance on remote and blended delivery as this contains some useful considerations when applying these modes of delivery.

In addition to the DfE Guidance, and as part of our annual programme of events, UAL will provide centres with advice and guidance on how our qualifications can best be delivered through a blended delivery model.

## Meeting the Total Qualification Time (TQT)

All UAL Awarding Body qualifications are assigned a total qualification time (TQT). TQT is comprised of the following two elements:

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

However, we acknowledge that a centre's ability to meet the TQT, and particularly the Guided Learning Hours (GLH) is likely to be impacted by potential further disruption. As such, centres are permitted to meet the qualification Guided Learning Hours through the following measures.

### **Combining the delivery and/or assessment of unit content.**

Where appropriate, centres are able to deliver and assess multiple units together. This then frees up time to focus on supporting students who had lost teaching and learning time from the previous academic year and allowing more time for them to settle back into learning.

Combining units for delivery and assessment is common practice across most of our approved centres. Centres that currently implement a linear delivery approach, will be provided with further guidance on which units are suitable to combine by UAL Chief Examiners at subject specific support sessions (please see the 'Training and support' section below).

Centres must ensure that they keep accurate records on how they plan to deliver the TQT including details of which units will be combined, and which units will be delivered remotely.

### **Remote delivery of Guided Learning Hours**

Remote delivery of unit content and assessment can contribute to achievement of the qualification's GLH, as long as this is completed/supported under the immediate guidance or supervision of an appropriate tutor or supervisors.

Students' independent study (e.g. homework) does not contribute to the GLH, nor does providing students with course materials or access to external online content with minimal or no support from a teacher.

Only activities that are planned, organised, supported or supervised by a teacher and occur during normal teaching hours can contribute to GLH. Ofqual defines some examples of activities which can contribute to Guided Learning include:

- Classroom-based learning supervised by a teacher.
- Work-based learning supervised by a teacher.
- Live webinar or telephone tutorial with a teacher in real time.
- E-learning supervised by a teacher in real time.
- All forms of assessment which take place under the Immediate Guidance or Supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

For more information on expectation around meeting the Guided Learning hours, please see the [ESFA Guidance: Further education \(FE\) autumn term guidance](#), and [Ofqual General Conditions of Recognition Condition E7 Guidance](#).

Centres must ensure that they keep accurate records on how they plan to deliver the GLH including details of which units will be combined, and which units will be delivered remotely.

UAL recognises that the amount of time needed to complete a qualification will depend on factors like the size of the cohort, lost teaching time arise from disruptions occurring in the 2019/20 academic year, level of experience of each individual or group and for this year only, the impact of further disruptions arising from the current pandemic.

UAL will monitor and respond to concerns raised about the Total Qualification Time delivered by each centre to ensure that:

1. There are no negative correlations between pass rates and hours delivered.
2. The number of hours specified in our specification is the number of hours delivered by the majority of UAL approved centres.

## Resource requirements

In running a blended delivery model, centres must give due consideration to the resource requirements for their programme of study.

It is worth noting that UAL units do not specify any specific resource requirements for achieving unit learning outcomes and assessment criteria. Whilst using industry standard equipment should be encouraged to enhance the student experience, **this must not** be made a requirement in summative assessment briefs across the qualification, in the event that a regional or national lockdown and/or poor access to IT, or limited access to materials and equipment prevent students from a meeting the assessment requirements.

Moreover, centres are encouraged to review the specific wording of assessment criteria and assessment expectations in the qualification specifications relating directly to the use of specialist or technical materials, tools, techniques, processes and skills, acknowledging that

evidence produced, and progress made in these areas may be adapted due to these access issues.

Centres **must**:

- Reconsider the contents and requirements of projects set to acknowledge and mitigate limited access to specialist materials and processes.
- Design projects that positively promote the use of more accessible materials, tools, techniques, processes and skills to explore complex themes and ideas.
- Realign project outcomes and targets to focus on the creative journey, process and conceptual/thematic ideas alongside than practical outcomes.
- Design projects that are achievable for students to investigate fully in an independent or individualised fashion.
- Develop projects that are accessible to students with a range of abilities and prior knowledge to ensure that no students are disadvantaged.

## Group work

UAL Awarding Body acknowledges that the normal group working practices may be impacted by potential further disruption.

Wherever possible, every effort must be made to facilitate socially distanced, or remote group work. Where this is not possible due to issues with technology, or social distancing has been deemed unsafe or impractical, centres are now able to adapt the delivery and assessment so that they evidence can be generated individually.

Where centres had previously built in elements of group work into summative assessments, they must consider whether this is required to meet the learning outcomes and assessment criteria and whether, in the event of a regional or national lockdown, or individuals' self-isolating or shielding, students will still be able to meet this requirement.

Where UAL have specified in the learning outcomes the requirement for group work/performance to take place, centres must in the first instance make every effort to facilitate socially distance or remote group work. Where, this is not possible, centres are permitted to adapt their assessments so that evidence is able to be generated individually.

All students must be able to complete their assessments, and must not be prevented from doing so, due to a requirement for group work to take place.

## The Final Major Project (FMP)

UAL expect students to, wherever possible, develop and complete a Final Major Project, upon which their final qualification grade will be awarded. This year, the FMP will be allowed to continue, even in the event of local and/or national lockdowns, or where individual students/classes are self-isolating and therefore assessment evidence is produced remotely.

UAL qualification specifications require students to demonstrate the application of their knowledge, skills and understanding in the realisation of a final major project. Traditionally this realisation may have included the need to produce one or more final physical or digital outcome(s).

Whilst students should continue to be encouraged to produce a final physical or digital outcome(s), **it is not a prerequisite** to do so. Students are able to meet the requirement of the qualifications by producing a body of work, in the form of a portfolio of evidence that meets the assessment criteria, and that documents their creative journey.

This portfolio must still include a demonstration of their practical skills; however, this does not need to culminate into the production of a final piece(s) of work.

In support of this year's external moderation process being conducted online, centres must ensure students' portfolio of evidence for the FMP can be accessed online by those conducting the UAL moderation process.

As such centres **must**:

- Reconsider the contents and requirements of projects set, to acknowledge that there is no requirement for the production of a single final piece(s) of work
- Negotiate, check and agree that Project Proposals submitted by students in the planning stages of their FMP are appropriate and achievable in a remote capacity.
- Realign project outcomes and targets to focus on the creative journey, process and conceptual/thematic ideas rather than practical outcomes.
- Make provision for students to submit work for assessment in a digital capacity.

## Authentication

Whilst the introduction of a blended learning approach to teaching and assessment can help centres to continue delivering their courses in the event of potential further disruption, the need for greater authentication of student work is increased.

In order to confirm to UAL that the evidence produced by a student is valid and appropriate, centres must ensure that they keep detailed records evidencing their level of support and control over the summative assessment, particularly where students are producing large parts of their evidence remotely. Therefore, UAL requires all centres to have an enhanced authentication process in place, whilst delivering courses remotely. Enhanced authentication processes will ensure/safeguard the validity of UAL qualifications.

In addition to the normal requirement for students to complete and sign UAL Authentication Forms upon conclusion of both the qualification's formative and summative units. We now require centres to put in place the following:

- Document the approach to the authentication of student work with a particular emphasis on how authentication will be maintained for remote delivery and assessment.
- Authentication approach to signed-off by senior staff.
- Set a regular and comprehensive remote tutorial schedule with individual students to support continuous progress, track student learning and activities and authenticate work developed.
- Ensure regular authentication checks are made and documented by tutors throughout the year.
- Authentication forms signed by students and countersigned by two tutors at end of every unit.

Whilst these are not mandatory, best practice includes:

- Use of plagiarism detection software such as Google reverse search, Turnitin (if possible).
- Regular physical hand-in sessions where possible.
- Requiring students to photograph work regularly.

Acceptable forms of recordkeeping and evidence of student tracking can include but is not limited to:

- Timetabling records.
- Tutorial records (digital, physical, recorded).
- Communication records with students detailing the review of their progress and what feedback has been provided.
- Robust internal verification process records e.g. meeting minutes that document grading decisions and feedback.
- Completed Authentications forms.

There will be a new authentication form for centres to complete which will be available on the UAL website by the end of October.

UAL will review authentication records and evidence during the Quality assurance contact point 2 and 3 as part of our quality assurance of centres.

Where a centre suspects malpractice they are required to invoke their malpractice policy and alert UAL immediately. UAL's malpractice and maladministration can be found on the UAL website.

## Externally assessed qualifications

UAL offer two Applied General qualifications that include an externally assessed component. These qualifications include the:

- UAL Level 3 Applied General Diploma in Art and Design (603/1457/6)
- UAL Level 3 Applied General Extended Diploma in Art and Design (603/1459/X)

As these qualifications are part of performance tables, and in line with current guidance from DfE they are still required to meet the full Technical Guidance titled: [Technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 to 18 performance tables from 2020: technical guidance for awarding organisations](#), therefore, the synoptic assessment at the end of the qualification will still be externally assessed.

UAL are finalising the adaptation approach for the externally assessed component of these qualifications, with adaptations likely to focus on the controls under which the external assessment must be undertaken. In developing our approach, we are mindful that any adaptations identified by UAL must be manageable for our centres and students. The guidance on how to conduct external assessment this year, will be released shortly.

For centres delivering year 2 of the Applied General Extended Diploma, which includes the internally assessed, externally moderated component of the qualification, the adaptations listed from page 6 – 11 apply.

# Occupational qualifications

We are aware that there may be specific challenges for those delivering our occupational qualifications this year due to the requirement for much of the evidence to be produced in the workplace. To ensure that as many students as possible are able to achieve their qualification(s) this year, centres are able to adapt their delivery and assessment in the following ways:

## Simulation

Due to current and/or future restrictions, some students may be unable to produce their evidence in the workplace. Therefore, simulation can be used, providing that the simulated environment is designed to match the characteristics of the working environment and that students have access to the actual or substitute materials/equipment required to meet the learning outcomes and assessment criteria.

Where centre plans to use simulation, and this has not previously been authorised by UAL, centres will be required to seek approval from the appropriate UAL Awarding Body Chief Examiner: [academic.awarding@arts.ac.uk](mailto:academic.awarding@arts.ac.uk). Centres are advised to include information on the qualification title and unit to which simulation is to apply.

## Remote observation

For most of our occupational qualifications, students are required to be observed by their assessor before they can be certificated to support clear judgements of competency met across units taken. Wherever possible, in-person assessor observations should be the primary source of evidence. However, this academic year consideration can be given to use of technology to support the assessment process e.g. the assessor could observe work activity remotely or a student could record themselves and upload the recorded evidence to be assessed.

Alternatively, the use of other assessment methods such as expert witness testimony, discussions, learner statements may help to support the achievement of competence-based assessment criteria where observation has not been possible.

In all cases, there should be evidence to support achievement of all units undertaken and centres are encouraged to support timely completion. Where this is not possible, it is recommended that the timeframe on programme is extended to allow such evidence to be produced.

## Delay

Where a centre is unable to continue the delivery and assessment of occupational qualifications, due to current or future restrictions, these qualifications will be delayed.

The decision, as to whether a qualification's assessment and/or delivery can be delayed will be made by UAL with consultation with relevant stakeholders.

## External moderation

Traditionally, UAL has operated a face-to-face external moderation model, where each qualification at each centre site receives a visit by a UAL external moderator or team of moderators. Given the on-going impact of COVID-19, facilitating face-to-face moderation is going to be impractical this academic year. Therefore, UAL will be moving all external moderation activities to a digital model for the academic year 2020/21. UAL will require centres to make student work available digitally to those conducting the remote moderation activity.

To support this form of external moderation centres **MUST**:

- Ensure digital tracking of student work.
- Embed the teaching of appropriate digital portfolio creation into delivery plans.
- Ensure that remote digital access to student work is accessible for the duration of the moderation period. Platforms for this may include (but 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.
- Ensure that tracking for formative units and final unit assessment evidence is available for review and quality assurance by UAL.

A comprehensive document detailing the UAL's approach to digital external moderation will be published in due course. This document will contain details relating to the preparation and requirements for digital external moderation.

## Quality Assurance contact points

UAL will conduct a series of contact points to all its approved centres during the current academic year to ensure qualifications and assessments are delivered appropriately.

There will be a maximum of three contact points over the academic year. These contact points will be conducted remotely and will be informed by UAL's centre risk process. The contact points will focus on different areas:

- **Contact 1 – Advisory Visit\*** which will focus on planning, delivery and support and will be conducted between November and December.
- **Contact 2 – Assessment and Quality Monitoring** which will focus on quality assurance and assessment and will be conducted between February and April.
- **Contact 3 – External Moderation** conducted between May and July.

\* We will be allocating Advisory Visits only to new centres or selected centres where we have identified a need. Centres will be contacted directly about these by our team to set up a convenient appointment with one of our experienced advisors, these will focus on subject and level.

More guidance on how to prepare for these contact points will be shared at upcoming UAL events.

# Training and support

As well as supporting centres with the Quality Assurance contact points outlined in this guidance, we are also offering a package of advice, training and question and answer sessions. Owing to the ongoing impact of the pandemic, all of these activities will be delivered online this year. Please ensure that you sign up to our [newsletter](#) or check our [news](#) section on the UAL website for the latest information.

## Subject specific sessions for all centres

We are running a programme of online presentations and group Q&A sessions for each of our subject areas. At these sessions, our Chief Examiners and experienced advisors will give a general overview of the adaptations guidance for this academic year, and how it could affect specific subject areas. Questions will be invited from delegates both before and during the event so that we can address any concerns or points of detail. Dates for these will be announced by email and on the UAL website shortly. We will be running multiple sessions to ensure that everyone who needs to can attend.

## Standardisation training for all centres

This year, as with any other, the application of our grading standards in a consistent way across all centres is vital. We will be delivering online sessions to ensure centres understand our grading standards and can apply them confidently to different qualifications and levels. Dates for these will be announced by email and on the UAL website.

## Additional support

Our administrative and academic teams will continue to be available throughout the year as normal. We will also monitor the need for any further training or support in the coming months

# Further advice and Guidance

For answers to any specific questions resulting from reading the guidance please contact:

## Academic Standards Team

E: [academic.awarding@arts.ac.uk](mailto:academic.awarding@arts.ac.uk).

Please give the name of the qualification you are asking about in the email heading to help us reply to you efficiently.

# Useful resources

## Further education (FE) autumn term guidance

The guidance sets out what further education (FE) providers need to know for the autumn term so that students of all ages can benefit from their education and training in full.

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term>

## 16 to 19 Bursary Fund

The 16 to 19 Bursary Fund provides financial support to help students overcome specific financial barriers to participation so that they can remain in education.

<https://www.gov.uk/guidance/16-to-19-bursary-fund-guide-2020-to-2021-academic-year>

## Extended Extraordinary Regulatory Framework: Vocational and Technical Qualifications, COVID-19 Conditions and Requirements (Ofqual)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/925814/Extended\\_ERF\\_Conditions\\_and\\_Requirements\\_121020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925814/Extended_ERF_Conditions_and_Requirements_121020.pdf)

## Extended Extraordinary regulatory framework: Vocational and Technical Qualifications, COVID-19 Guidance (Ofqual)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/927318/FINAL\\_Guidance\\_to\\_Extended\\_ERF\\_011020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/927318/FINAL_Guidance_to_Extended_ERF_011020.pdf)

## Technical and applied qualifications for 14 to 19 year olds Key stage 4 and 16 to 18 performance tables from 2020: technical guidance for awarding organisations (Department for Education)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/661918/2020\\_Technical\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/661918/2020_Technical_Guidance.pdf)

# Appendix 1: UAL Qualification Types

## Performance table Qualifications

- UAL Level 3 Applied General Diploma in Art and Design (603/1457/6)
- UAL Level 3 Applied General Extended Diploma in Art and Design (603/1459/X)

## VTQ (Other General) Qualifications

- UAL Level 3 Diploma in Creative Practice: Art, Design and Communication, 603/5302/8
- UAL Level 3 Extended Diploma in Creative Practice: Art, Design and Communication, 603/5303/X
- UAL Level 3 Subsidiary Diploma in Visual Arts, 603/5871/3
- UAL Level 3 Diploma in Art and Design, 600/2827/0
- UAL Level 3 Extended Diploma in Art and Design, 600/2826/9
- UAL Level 3 Diploma in Creative Media Production and Technology, 601/3986/9
- UAL Level 3 Extended Diploma in Creative Media Production and Technology, 601/3987/0
- UAL Level 3 Foundation Diploma in Art and Design, 603/3138/0
- UAL Level 4 Foundation Diploma in Art and Design, 603/3139/2
- UAL Level 3 Diploma in Art and Design - Foundation Studies, 500/5316/4
- UAL Level 4 Diploma in Art and Design - Foundation Studies, 500/3360/8
- UAL Level 3 Diploma in Performing and Production Arts, 601/1780/1
- UAL Level 3 Extended Diploma in Performing and Production Arts, 601/1790/4
- UAL Level 1 Award in Music, Performing & Production, 601/6489/X
- UAL Level 1 Diploma in Music, Performing & Production, 601/6491/8
- UAL Level 2 Award in Music, Performing & Production, 601/1819/2
- UAL Level 2 Diploma in Music, Performing & Production, 601/1824/6
- UAL Level 1 Award in Art, Design and Media, 601/3266/8
- UAL Level 1 Diploma in Art, Design and Media, 601/3267/X
- UAL Level 2 Award in Art, Design and Media, 600/3738/6
- UAL Level 2 Diploma in Art, Design and Media, 600/3807/X
- UAL Level 2 Award in Creative Media Production & Technology, 601/3804/X
- UAL Level 2 Diploma in Creative Media Production & Technology, 601/3927/4
- UAL Level 3 Diploma in Music Performance and Production, 601/6472/4
- UAL Level 3 Extended Diploma in Music Performance and Production, 601/6475/X
- UAL Level 2 Award in Fashion Business & Retail, 601/6481/5
- UAL Level 2 Diploma in Fashion Business & Retail, 601/6482/7

- UAL Level 3 Diploma in Fashion Business & Retail, 601/6483/9
- UAL Level 3 Extended Diploma in Fashion Business & Retail, 601/6484/0
- UAL Level 2 Award in Drawing, 500/7908/6
- UAL Level 2 Certificate in Drawing, 500/7992/X
- UAL Level 3 Award in Drawing, 500/7975/X
- UAL Level 3 Certificate in Drawing, 500/7976/1
- UAL Level 2 Award in Photography 500/9675/8
- UAL Level 2 Certificate in Photography 500/9671/0
- UAL Level 3 Award in Photography 500/9898/6
- UAL Level 3 Certificate in Photography 500/9503/1
- UAL Level 2 Award in Printmaking 500/9672/2
- UAL Level 3 Award in Printmaking 501/0680/6
- UAL Level 2 Certificate in Applied Drawing 603/2758/3

### **Occupational Qualifications**

- UAL Level 4 Professional Diploma in Creative Enterprise 603/2108/8
- UAL Level 4 Professional Diploma in Technical and Production Practice for the Creative Industries 603/0190/9
- UAL Level 4 Professional Diploma in Performance 603/3034/X
- UAL Level 4 Diploma in Fashion Retail 603/3270/0
- UAL Level 4 Diploma in Garment Technology 603/3271/2
- UAL Level 4 Diploma in Merchandising 603/3272/4
- UAL Level 4 Diploma in Visual Display and Branding 603/3273/6
- UAL Level 4 Diploma in Buying and Range Planning 603/3274/8
- UAL Level 3 Diploma for Fashion Studio Assistant 603/1404/7
- UAL Level 4 Diploma for Fashion Studio Assistant 603/1405/9
- UAL Level 2 Diploma in Professional Competence for Stagehands 600/0711/4
- UAL Level 2 Diploma for Clapper Loaders 600/2555/4
- UAL Level 3 Diploma for Focus Pullers 600/2554/2
- UAL Level 2 Diploma in Professional Competence for Crane Technicians 600/0709/6
- UAL Level 2 Diploma in Professional Competence for Grips 600/0710/2
- UAL Level 3 Diploma for Advanced Grips 600/0776/X