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1.1 Definition and characteristics

The UAL Awarding Body Level 1 Award in Art, Design & Media is designed to provide an opportunity for those with an interest in art, design and media to explore materials, methods and processes that support many art, design and media activities, and to begin to develop related skills. The qualification structure provides a linked introduction to broader art, design and media contexts. It is intended that this initial experience of art, design and media activity will provide students with an early test of their commitment and interest in the subject. It will also measure their ability to sustain a focused exploration of the skills, knowledge and understanding for progression within art, design and media education. Study for the qualification is not time constrained, but will normally be over a period of three to five weeks. The Level 1 Award in Art, Design & Media can be used as a precursor to the Level 1 Diploma.

The Level 1 Diploma in Art, Design & Media 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 base of skills and knowledge, enhance self-confidence and impart an understanding of the career demands and opportunities within art, design and media. Study for the combined qualifications is not time constrained, but will normally be over a period of one-year. It is likely to appeal to those seeking to complete a period of practical study as an alternative to a more academic study route. The structure of the Diploma, with units linked to provide coherence, allows students to develop practical skills and wider understanding through a process of reiteration and reinforcement. The qualification will also help student to develop effective working practices that will provide support for creativity across a range of stimulating and demanding art, design and media activities. To facilitate the transition between levels of study, the qualification incorporates units at both Levels 1 and 2. The final unit, which can be achieved at either Level 1 or 2, requires students to demonstrate their abilities to apply their knowledge, skills and understanding to successfully complete an assignment that involves greater application and prepares for study at a higher level.

1.2 Aims

The Level 1 Award and Diploma in Art, Design & Media will provide students with an introduction to art, design and media, enabling them to both re-engage with education and acquire the requisite knowledge, skills and understanding to progress to further education or employment within the creative industries.

The qualifications enable students to:

1. Be introduced to the materials and processes used in art, design and media, and the skills necessary to record and express ideas
2. Be aware of how contextual research is used to support creative activities
3. Be introduced to the communication skills used in support of creative activities and develop an understanding of the role that communication skills play in informing and developing ideas
4. Use previously acquired skills, knowledge and understanding to explore and resolve 2D, 3D and time-based creative problems
5. Demonstrate personal strengths in art, design and media and to use the knowledge, understanding and skills developed in previous units.

1.3 Qualification structure

Award in Art, Design & Media

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

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

The Level 1 Award in Art, Design & Media is made up of two mandatory units.

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

Diploma in Art, Design & Media

Mandatory units to be completed: 7
Total Qualification Time (TQT): 750
Total Guided Learning Hours: 420
Total Credits: 75

Students must complete Units 1-2 of the Award in addition to Units 3-6 and Unit 7 or 8.

Unit 3	Introduction to communication skills in art, design and media	Level 1 60 GLH, TUT 90 Credits: 9
Unit 4	Solving 2D creative problems	Level 1 60 GLH, TUT 90 Credits: 9
Unit 5	Solving 3D creative problems	Level 1 60 GLH, TUT 90 Credits: 9
Unit 6	Solving time-based creative problems	Level 1 60 GLH, TUT 90 Credits: 9

Students must achieve either the **Level 1** or **Level 2** unit below:

Unit 7	Art, design and media project	Level 1 120 GLH, TUT 300 Credits: 30
Unit 8	Art, design and media project	Level 2 120 GLH, TUT 300 Credits: 30

The Level 1 Diploma in Art, Design & Media is made up of six mandatory units and a choice of one of two optional units.

1.4 Commentary on qualification structure

Centres delivering these qualifications 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 art, design and media activities with which students are asked to engage, are at the discretion of the centre. All assignments should reflect the importance of oral and written communication as integral to all art, design and media activities.

Level 1 Award

It is intended that the UAL Level 1 Award in Art, Design & Media will be used as a precursor to the UAL Level 1 Diploma in Art, Design & Media, providing the student and the centre with an early check on their interest and level of commitment to the study of the subject. The qualification is delivered through two linked units to provide a stimulating and supportive experience.

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

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

Unit 2 will provide students with an awareness of the broader context within which art, design and media are positioned.

Level 1 Diploma

Students following the Level 1 Diploma in Art, Design & Media will already have completed the two mandatory units of the Level 1 Award in Art, Design & Media. In addition, students will complete five units from a possible six units that make up the Diploma. Units will vary in length – and for some students level – to ensure that the qualification provides both a stimulating and supportive experience.

Unit 3 provides students with an introduction to the communication skills that underpin and support all art, design and media activity. The unit, which enables students to record experiences and to develop and communicate ideas, may be delivered in parallel with, and in support of Units 4, 5 and 6.

Units 4–6 may be delivered individually, or linked, but should form a coherent pattern of teaching and learning that will require students to apply their newly acquired skills, knowledge and understanding in a series of more demanding contexts. Whilst beginning to recognise the unique characteristics of specific art, design and media activities, students should also be encouraged to recognise and understand the shared values uniting them.

It is important that students begin to understand that most art, design and media activities require some form of group or teamwork. At least one unit from Units 4–6 should be delivered through an

assignment that requires group or teamworking.

Unit 4 provides students with an opportunity to use the skills, knowledge and understanding acquired in Units 1–3 to work toward the solution of a defined 2D problem requiring a creative solution.

Unit 5 provides students with an opportunity to use the skills, knowledge and understanding acquired in Units 1–3 to work toward the solution of a defined 3D problem requiring a creative solution.

Unit 6 provides students with an opportunity to use the skills, knowledge and understanding acquired in Units 1–3, to work towards the solution of a time-based problem requiring a creative solution.

Unit 7 (at Level 1) provides students with an opportunity to demonstrate their abilities to research, plan, produce and present a project.

Unit 8 (at Level 2) provides students with an opportunity to demonstrate their abilities to research, plan, produce and present a project but at a greater level of challenge.

These units will allow students to demonstrate personal strengths in art, design and media and a degree of self-direction in the completion of initial research and ideas development.



1.5 Admissions

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

There are no specific recommended prior learning requirements for this qualification. 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
- Timetable arrangements are clarified
- Academic tutorials systems are provided
- Learning support needs are identified and provided 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, learning outcomes and assessment criteria. The programme can therefore be delivered in a variety of ways.

The eight 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 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, integrated and should progressively focus 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, design and media, 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 eight 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 1 Award and Diploma in Art, Design & Media 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 design, fashion, textiles and media. This list is not exhaustive but a guide to the general areas of activity that will meet the aims of the qualifications.

1.8 Functional Skills

Functional skills have been identified as skills in English, Maths and Information and Communication Technology (ICT) that equip students with the basic practical skills required in everyday life, education and work.

The UAL Level 1 Award and Diploma in Art, Design & Media will provide opportunities for students to develop, utilise and demonstrate these skills. Functional skills may be mapped against the units of the qualifications to provide further evidence of students' personal and professional development.

In addition to these skills, students will also develop broader transferable skills through an encouraged ethos of personal and professional development. Specifically, the programme will allow students to demonstrate:

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

1.9 Assessment

Units 1 and 2 of the Level 1 Award in Art, Design & Media will be internally assessed and verified through students' portfolios of evidence against the unit outcomes and assessment criteria for those units, and are subject to UAL Awarding Body's external quality assurance.

Units 3–6 of the Level 1 Diploma in Art, Design & Media will be internally assessed and internally verified against the assessment and grading criteria for those units. Units 7 and 8 of the Level 1 Diploma in Art, Design & Media will be internally assessed and internally and externally moderated against the assessment criteria for those units.

Students must successfully complete units 3–6 of the diploma before moving on to the final unit, unit 7 or unit 8.

To achieve a Pass in any unit, all assessment criteria must be met.

Units 7 and 8 are graded Pass, Merit, or Distinction. To achieve a Merit or Distinction grade, students must meet the grade criteria for the respective categories in full.

Failure to meet assessment criteria in any category will lead to Referral. Students are allowed one opportunity to redeem a Referral and can only achieve a Pass grade.

1.10 Regulation and funding

The qualifications are regulated by Ofqual, Qualification Wales and CCEA and sit on the Regulated Qualifications Framework (RQF).

The qualification accreditation number or QAN for the Level 1 Award in Art, Design & Media is **601/3266/8**.

The qualification accreditation number or QAN for the Level 1 Diploma in Art, Design & Media is **601/3267/X**.

Centres can find full details of Skills Funding Agency (SFA) and Education Funding Agency (EFA) funding arrangements for the qualifications on the Learning Aim Reference System (LARS).



Unit 1

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

Level: 1
GLH: 40

TUT: 60

Credits: 6

Unit aim: Provide students with an introduction to the materials and processes used in art, design and media, and the skills necessary to record and express ideas.

Learning outcomes

The student will:

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

Assessment criteria

The student can:

- 1.1 Identify a range of materials and processes that support creative activities.
- 1.2 Demonstrate the use of materials, processes and skills to record and express ideas.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and 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.

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 students to develop an understanding of the range of materials, processes and skills used in art, design and media activities.

Students should be encouraged to develop an appropriate level of personal skill in their application, enabling them to express their experiences and ideas.

This unit, together with Unit 2, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning for the Diploma qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit should be delivered as part of a studio or workshop based project designed to strengthen student understanding, ability and confidence in the use and application of a range of skills.

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

A range of activities might include:

- Exploration of a range of processes and skills used in art, design and media disciplines
- Use of sketchbooks to record and explore ideas
- Introduction to visual language and drawing
- Introduction to a range of tools and techniques used in art, design and media
- Health and safety in workshops
- Individual presentations and group work
- Discussion groups to explore the effectiveness of various techniques
- Peer and self-assessment.

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

The unit will be internally assessed and verified through students' portfolios of evidence against the unit outcomes and assessment criteria. The assessment activities for this unit should be combined with those for Unit 2.

Evidence is not prescribed. It could typically include: exploratory drawings, analytical drawings, sketchbooks, notebooks, journals, constructed objects, digital recordings, photos 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.

Functional Skills

The unit can provide opportunities for students to demonstrate functional skills in:

- **English** through annotations and evaluations
- **Maths** through the use of measurement
- **ICT** through the use of web-based research and digital recording.

Additional information

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

Unit 2

Introduction to contextual research in art, design and media

Level: 1
GLH: 20

TUT: 30

Credits: 3

Unit aim: Provide students with an awareness of how contextual research is used to support creative activities.

Learning outcomes

The student will:

1. Understand art, design and media contextual research.

Assessment criteria

The student can:

- 1.1 Identify contextual information for art, design and media activities.
- 1.2 Demonstrate the use of contextual information to develop ideas.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and 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.

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 students to develop an understanding of contextual research used in art, design and media activities.

Students should be encouraged to develop an appropriate level of personal skill in their application, enabling them to express their experiences and ideas.

This unit, together with Unit 1, should provide the foundation of skills, knowledge and understanding upon which all subsequent learning for the Diploma qualification will be based. It is therefore important to ensure that students achieve appropriate standards in both practical and theoretical activities.

The learning for this unit should be delivered as part of a studio or workshop based project designed to strengthen student understanding, ability and confidence in the use and application of contextual research.

Students should be encouraged to be adventurous and open-minded in exploring a range of sources. The unit is designed to provide a complimentary experience to the practical activities undertaken for Unit 1 through a supporting investigation of contextual research.

A range of activities might include:

- Exploration of different images in art, design and media disciplines
- Use of sketchbooks to record and explore ideas
- Introduction to research methods
- Introduction to a range of research tools and techniques used in art, design and media
- Referencing
- Individual presentations and group work
- Discussion groups to explore the influence of various sources
- Peer and self-assessment.

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

The unit will be internally assessed and verified through students' portfolios of evidence against the unit outcomes and assessment criteria. The assessment activities for this unit should be combined with those for Unit 1.

Evidence is not prescribed. It could typically include: written work, sketchbooks, notebooks, journals, images, digital recordings and photos. 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.

Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

- **English** through library research, written work, annotations, evaluations and presentations
- **ICT** through the use of web-based research, digital recording, word processing and digital presentations.

Additional information

Centres must have the physical resources to successfully implement the programme, including appropriately equipped and updated 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 communication skills in art, design and media

Level: 1
GLH: 60

TUT: 90

Credits: 9

Unit aim: Provide students with an introduction to the communication skills used in support of creative activities and develop an understanding of the role that communication skills play in informing and developing ideas.

Learning outcomes

The student will:

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

Assessment criteria

The student can:

- 1.1 Compare communication methods and skills to support creative activity.
- 2.1 Use a variety of communication methods to present ideas.
- 2.2 Describe the effectiveness of chosen methods and skills to communicate ideas.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and 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.

This unit, which may be linked and/or delivered in parallel with Units 4, 5 and 6, 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 should be delivered as part of a studio, or workshop based project designed to strengthen student understanding, ability and confidence in the use and application of communication methods and techniques. This includes visual, verbal and written formats in both short and extended forms.

Centres should provide opportunities for students to have access to both internal and external resources including educational visits.

A range of activities might include:

- Exploration of a range of communication forms
- Use of sketchbooks to record and explore ideas
- Use of traditional and new media in drawing and/or communication
- Introduction to a range of communication formats and techniques used in art, design and media
- Educational visits
- Library and web-based research
- Referencing
- Written, visual and verbal presentations
- Discussion groups
- Individual and group presentations
- Peer and self-assessment.

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

The unit will be internally assessed and verified through students' portfolios of evidence against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: written work, sketchbooks, notebooks, journals, images, digital recordings and photos. 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.

Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

- **English** through library research, written work, annotations, evaluations and presentations
- **ICT** through the use of web-based research, digital recording, word processing and digital presentations
- **Maths** through the use of measurement, scale and perspective in drawing.

Additional information

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

Unit 4

Solving 2D creative problems

Level: 1
GLH: 60

TUT: 90

Credits: 9

Unit aim: Provide students with an opportunity to use previously acquired skills, knowledge and understanding to explore and resolve a 2D creative problem.

Learning outcomes

The student will:

1. Be able to use materials, processes and skills in 2D art, design and media.
2. Be able to use 2D contextual research.
3. Be able to use 2D communication skills.

Assessment criteria

The student can:

- 1.1 Use materials, processes and skills to support the development of a solution to a 2D creative problem.
- 2.1 Use contextual awareness to support the development of a solution to a 2D creative problem.
- 3.1 Present solutions to a 2D creative problem.
3.2 Describe the effectiveness of solutions to a 2D creative problem.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and 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, which may be linked and/or delivered in parallel with Units 3, 5 and 6, should be delivered through projects that enable the student to gain confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with a 2D problem solving task.

The unit requires students to undertake research activities, develop and assess their ideas against the identified requirements of the project brief, and to use communication skills to present their solutions.

Where centres incorporate teamwork in an assignment, it is important that the assessment evidence can be identified as reflecting the contribution made by each student. Opportunities should be provided for students to describe their ideas in relation to their problem solving activity.

A range of activities might include:

- Research activity
- Design development exercises and experimentation
- Exploration of traditional media, materials and techniques
- Exploration of print-based media, materials and techniques
- Exploration of lens-based media, materials and techniques
- Use of a range of 2D formats and techniques used in art, design and media
- Digital presentations and blogs
- Educational visits
- Library and web-based research
- Referencing
- Discussion groups
- Individual and group presentations
- Peer and self-assessment.

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

The unit will be internally assessed and verified through students' portfolios of evidence against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: written work, sketchbooks, notebooks, journals, images, digital recordings, photos. 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.

Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

- **English** through library research, written work, annotations, evaluations and presentations
- **ICT** through the use of web-based research, digital recording, word processing and digital presentations
- **Maths** through the use of measurement, scale and perspective in drawing.

Additional information

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

Unit 5

Solving 3D creative problems

Level: 1
GLH: 60

TUT: 90

Credits: 9

Unit aim: Provide students with an opportunity to use previously acquired skills, knowledge and understanding to explore and resolve a 3D creative problem.

Learning outcomes

The student will:

1. Be able to use materials, processes and skills in 3D art, design and media.
2. Be able to use 3D contextual research.
3. Be able to use 3D communication skills.

Assessment criteria

The student can:

- 1.1 Use materials, processes and skills to support the development of a solution to a 3D creative problem.
- 2.1 Use contextual awareness to support the development of a solution to a 3D creative problem.
- 3.1 Present solutions to a 3D creative problem.
- 3.2 Describe the effectiveness of solutions to a 3D creative problem.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and 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, which may be linked and/or delivered in parallel with Units 3, 4 and 6, should be delivered through projects that enable the student to gain confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with a 3D problem solving task.

The unit requires students to undertake research activity, develop and assess their ideas against the identified requirements of the project brief and to use communication skills to present their solutions.

Where centres incorporate teamwork in an assignment, it is important that the assessment evidence can be identified as reflecting the contribution made by each student. Opportunities should be provided for students to describe their ideas in relation to their problem solving activity.

A range of activities might include:

- Research activity
- Health and safety within workshops
- Design development exercises and experimentation
- Exploration of soft materials and techniques
- Exploration of hard materials and techniques
- Construction techniques and processes
- Educational visits
- Library and web-based research
- Referencing
- Discussion groups
- Individual and group presentations
- Peer and self-assessment.

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

The unit will be internally assessed and verified through students' portfolios of evidence against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: drawing and design work, materials experiment, sketchbooks, journals, models, maquettes and constructed samples, 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.

Functional Skills

The unit can provide opportunities for students to demonstrate functional skills in:

- **English** through library research, written work, annotations, evaluations and presentations
- **ICT** through the use of web-based research, digital recording, word processing and digital presentations.
- **Maths** through the use of measurement and scale in design and model-making.

Additional information

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

Unit 6

Solving time-based creative problems

Level: 1
GLH: 60

TUT: 90

Credits: 9

Unit aim: Provide students with an opportunity to use previously acquired skills, knowledge and understanding to explore and resolve a time-based creative problem.

Learning outcomes

The student will:

1. Be able to use materials, processes and skills in time-based art, design and media.
2. Be able to use time-based contextual research.
3. Be able to use time-based communication skills.

Assessment criteria

The student can:

- 1.1 Use materials, processes and skills to support the development of a solution to a time-based creative problem.
- 2.1 Use contextual awareness to support the development of a solution to a time-based creative problem.
- 3.1 Present solutions to a time-based creative problem.
- 3.2 Describe the effectiveness of solutions to a time-based creative problem.

Indicative content, teaching strategies and learning activities

Centres delivering the qualification should design activities and 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, which may be linked and/or delivered in parallel with Units 3, 4 and 5, should be delivered through projects that enable students to gain confidence and familiarity with the skills, knowledge and understanding necessary to engage successfully with a time-based problem solving task.

The unit requires students to undertake research activity, develop and assess their ideas against the identified requirements of the project brief and to use communication skills to present their solutions.

Where centres incorporate teamwork in an assignment, it is important that the assessment evidence can be identified as reflecting the contribution made by each student. Opportunities should be provided for students to describe their ideas in relation to their problem-solving activity.

A range of activities might include:

- Research activity
- Design development exercises and experimentation
- Storyboards
- Exploration of time-based media formats
- Exploration of social media, blogs and apps
- Animation, film and games design techniques and processes
- Educational visits
- Library and web-based research
- Discussion groups
- Individual and group presentations
- Peer and self-assessment.

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

The unit will be internally assessed and verified through students' portfolios of evidence against the unit outcomes and assessment criteria.

Evidence is not prescribed. It could typically include: drawing and design work, media experimentation, sketchbooks, journals, analogue and digital recordings, and blogs. 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.

Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

- **English** through library research, written work, annotations, evaluations and presentations
- **ICT** through the use of web-based research, digital recording, word processing and digital presentations
- **Maths** through the use of time-based recording, computer coding and scale model making for animation.

Additional information

Centres must have the physical resources to successfully implement the programme, including appropriately equipped and updated 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

Art, design and media project

Level: 1

GLH: 120

TUT: 300

Credits: 30

Unit aim: This unit requires students to demonstrate personal strengths in art, design and media and to use the knowledge, understanding and skills developed in previous units for an art, design and media project.

Learning outcomes

The student will:

1. Be able to plan and develop an art, design and media project.
2. Be able to use research for an art, design and media project.
3. Be able to use materials, processes and skills to produce and present an art, design and media project.
4. Be able to comment on the effectiveness of an art, design and media project.

Assessment criteria

The student can:

- 1.1 Identify and use personal strengths in developing an art, design and media project.
- 1.2 Use planning to complete a personal project within an agreed timescale.
- 2.1 Use research to develop ideas in support of an art, design and media project.
- 3.1 Appropriately use materials, processes and skills to produce solutions for an art, design and media project.
- 3.2 Select and use presentation techniques for an art, design and media project.
- 4.1 Discuss and record ideas and opinions.
- 4.2 Describe the effectiveness of solutions to an art, design and media project.

Indicative content, teaching strategies and learning activities

Unit 7, the final unit of the qualification at Level 1, is designed to provide students with an opportunity to demonstrate personal strengths in art, design and media and to use the knowledge, understanding and skills developed in previous units in response to the requirements of an art, design and media project.

Centres delivering the unit should provide an overarching assignment to provide students with achievable parameters for the project. The assignment should provide the learning necessary to enable students to achieve the assessment criteria whilst allowing discretion in the specific choice of activity. Students should demonstrate a degree of independent decision-making in the identification, planning, research, organisation and completion of the project.

Centres should ensure the student has clearly established and identified goals, within the terms of reference of the overarching assignment, at an early stage of the project. It is anticipated that students will be provided with appropriate levels of support throughout the development and realisation of the project, including opportunities for tutor, peer and group feedback in identifying, exploring and assessing their ideas. The unit provides an ideal opportunity for students to extend and develop the use of a personal journal to record their ideas and thoughts throughout the 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

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

Evidence is not prescribed. It could typically include: drawing and design work, media experimentation, sketchbooks, journals, analogue and digital recordings and blogs. 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.

Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

- **English** through library research, written work, annotations, evaluations and presentations
- **ICT** through the use of web-based research, digital recording, word processing and digital presentations
- **Maths** through the use of measurement, scale and perspective, costing of materials and computer coding.

Additional information

Centres must have the physical resources to successfully implement the programme, including appropriately equipped and updated 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

Art, design and media project

Level: 2

GLH: 120

TUT: 300

Credits: 30

Unit aim: This unit requires students to recognise and demonstrate personal strengths in art, design and media and to effectively use the knowledge, understanding and skills developed in previous units for an art, design and media project.

Learning outcomes

The student will:

1. Be able to plan and develop an art, design and media project.
2. Be able to use research for an art, design and media project.
3. Be able to use materials, processes and skills to produce and present an art, design and media project.
4. Be able to comment on the effectiveness of an art, design and media project.

Assessment criteria

The student can:

- 1.1 Identify, assess and use personal strengths in developing an art, design and media project.
- 1.2 Review, revise and use planning to complete a personal project within an agreed timescale.
- 2.1 Identify research sources.
- 2.2 Use research to inform and develop ideas in support of an art, design and media project
- 3.1 Appropriately use a range of materials, processes and skills to produce solutions for an art, design and media project.
- 3.2 Select, compare and use a range of presentation techniques for an art, design and media project.
- 4.1 Discuss, record and effectively communicate ideas and opinions.
- 4.2 Assess the effectiveness of solutions to an art, design and media project.

Indicative content, teaching strategies and learning activities

Unit 8, the final unit of the qualification at Level 2, is designed to provide students with an opportunity to recognise and demonstrate personal strengths in art, design and media. It also presents a chance for them to use the knowledge, understanding and skills developed in previous units in response to the requirements of an art, design and media project.

Centres delivering the unit should provide an overarching assignment to provide students with achievable parameters for the project. The assignment should provide the learning necessary to enable students to achieve the assessment criteria whilst allowing discretion in the specific choice of activity. Students should demonstrate a degree of independent decision-making in the identification, planning, research, organisation and completion of the project.

Centres should ensure that the students have clearly established and identified goals, within the terms of reference of the overarching assignment, at an early stage of the project. It is anticipated that students will be provided with appropriate levels of support throughout the development and realisation of the project, including opportunities for tutor, peer and group feedback in identifying, exploring and assessing their ideas. The unit provides an ideal opportunity for students to extend and develop the use of a personal journal to record their ideas and thoughts throughout the 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

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

Evidence is not prescribed. It could typically include: drawing and design work, media experimentation, sketchbooks, journals, analogue/digital recordings and blogs. 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.

Functional skills

The unit can provide opportunities for students to demonstrate functional skills in:

- **English** through library research, written work, annotations, evaluations and presentations
- **ICT** through the use of web-based research, digital recording, word processing and digital presentations
- **Maths** through the use of measurement, scale and perspective, costing of materials and computer coding.

Additional information

Centres must have the physical resources to successfully implement the programme including appropriately equipped and updated 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: Art, design and media project - Level 1

Unit 7, the final Level 1 unit of the Diploma in Art, Design & Media, allows for the evidence submitted by the student to be assessed and graded.

The overall grade for the Level 1 Diploma in Art, Design & Media is determined by the student's achievement in Unit 7: Art, Design and Media Project. Please refer to the Level 1 grade exemplification matrix (on page 30).

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

Referral

If a student provides insufficient evidence to meet all of the assessment criteria they will be referred. The student has one further opportunity to redeem the Referral by the submission of additional evidence within a timeframe agreed by the centre and confirmed to UAL Awarding Body. Referred students who are able to meet the criteria on re submission will be capped at Pass.

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 assessment criteria listed within Unit 7.

Merit

To achieve a Merit grade, a student must achieve all of the assessment criteria listed within Unit 7 in addition to the entire Merit grade criteria listed here.

Distinction

To achieve a Distinction grade, a student must achieve all of the assessment criteria listed within Unit 7 in addition to all of the Merit and Distinction grade criteria listed here.

1. Planning and production

Pass

- 1.1 Identify and use personal strengths in developing an art, design and media project to a satisfactory standard.
- 1.2 Use planning to complete a personal project within an agreed timescale to a satisfactory standard.

Merit

- 1.1 Identify and use personal strengths in developing an art, design and media project to a high standard.
- 1.2 Use planning to complete a personal project within an agreed timescale to a high standard.

Distinction

- 1.1 Identify and use personal strengths in developing an art, design and media project to a very high standard.
- 1.2 Use planning to complete a personal project within an agreed timescale to a very high standard.

2. Research, development and problem solving

Pass

2.1 Use research to develop ideas in support of an art, design and media project to a satisfactory standard.

Merit

2.1 Use research to develop ideas in support of an art, design and media project to a high standard.

Distinction

2.1 Use research to develop ideas in support of an art, design and media project to a very high standard.

3. Practical skills and presentation

Pass

3.1 Appropriately use materials, processes and skills to produce solutions for an art, design and media project to a satisfactory standard.

3.2 Select and use presentation techniques for an art, design and media project to a satisfactory standard.

Merit

3.1 Appropriately use materials, processes and skills to produce solutions for an art, design and media project to a high standard.

3.2 Select and use presentation techniques for an art, design and media project to a high standard.

Distinction

3.1 Appropriately use materials, processes and skills to produce solutions for an art, design and media project to a very high standard.

3.2 Select and use presentation techniques for an art, design and media project to a very high standard.

4. Evaluation and reflection

Pass

4.1 Discuss and record ideas and opinions to a satisfactory standard.

4.2 Describe the effectiveness of solutions to an art, design and media project to a satisfactory standard.

Merit

4.1 Discuss and record ideas and opinions to a high standard.

4.2 Describe the effectiveness of solutions to an art, design and media project to a high standard.

Distinction

4.1 Discuss and record ideas and opinions to a very high standard.

4.2 Describe the effectiveness of solutions to an art, design and media project to a very high standard.

Unit 8: Art, Design and Media Project - Level 2

Unit 8, the final Level 1 unit of the Diploma in Art, Design & Media, allows for the evidence submitted by the student to be assessed and graded.

The overall grade for the Level 1 Diploma in Art, Design & Media is determined by the student's achievement in Unit 8: Art, Design and Media Project. Please refer to the Level 2 grade exemplification matrix on the UAL Awarding Body website.

All internal assessment and grading decisions are subject to external moderation.

The grades that can be achieved are:

Referral

If a student provides insufficient evidence to meet all of the assessment criteria then they will be referred. The student has one further opportunity to redeem the Referral by the submission of additional evidence within a timeframe agreed by the centre and confirmed to UAL Awarding Body. Referred students who are able to meet the criteria on re submission will be capped at Pass.

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 assessment criteria listed within Unit 8.

Merit

To achieve a Merit grade, a student must achieve all of the assessment criteria listed within Unit 8 in addition to all of the Merit grade criteria listed here.

Distinction

To achieve a Distinction grade, a student must achieve all of the assessment criteria listed within Unit 8 in addition to all of the Merit and Distinction grade criteria listed here.

1. Planning and production

Pass

- 1.1 Identify, assess and use personal strengths in developing an art, design and media project to a satisfactory standard.
- 1.2 Review, revise and use planning to complete a personal project within an agreed timescale to a satisfactory standard.

Merit

- 1.1 Identify, assess and use personal strengths in developing an art, design and media project to a high standard.
- 1.2 Review, revise and use planning to complete a personal project within an agreed timescale to a high standard.

Distinction

- 1.1 Identify, assess and use personal strengths in developing an art, design and media project to a very high standard.
- 1.2 Review, revise and use planning to complete a personal project within an agreed timescale to a very high standard.

2. Research, development and problem solving

Pass

- 2.1 Identify research sources to a satisfactory standard.
- 2.2 Use research to inform and develop ideas in support of an art, design and media project to a satisfactory standard.

Merit

- 2.1 Identify research sources to a high standard.
- 2.2 Use research to inform and develop ideas in support of an art, design and media project to a high standard.

Distinction

- 2.1 Identify research sources to a very high standard.
- 2.2 Use research to inform and develop ideas in support of an art, design and media project to a very high standard.

3. Practical skills and presentation

Pass

- 3.1 Appropriately use a range of materials, processes and skills to produce solutions for an art, design and media project to a satisfactory standard.
- 3.2 Select, compare and use a range of presentation techniques for an art, design and media project to a satisfactory standard.

Merit

- 3.1 Appropriately use a range of materials, processes and skills to produce solutions for an art, design and media project to a high standard.
- 3.2 Select, compare and use a range of presentation techniques for an art, design and media project to a high standard.

Distinction

- 3.1 Appropriately use a range of materials, processes and skills to produce solutions for an art, design and media project to a very high standard.
- 3.2 Select, compare and use a range of presentation techniques for an art, design and media project to a very high standard.

4. Evaluation and reflection

Pass

- 4.1 Discuss, record and effectively communicate ideas and opinions to a satisfactory standard.
- 4.2 Assess the effectiveness of solutions to an art, design and media project to a satisfactory standard.

Merit

- 4.1 Discuss, record and effectively communicate ideas and opinions to a high standard.
- 4.2 Assess the effectiveness of solutions to an art, design and media project to a high standard.

Distinction

- 4.1 Discuss, record and effectively communicate ideas and opinions to a very high standard.
- 4.2 Assess the effectiveness of solutions to an art, design and media project to a very high standard.

Exemplification for UAL Awarding Body grade criteria – Level 1

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

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.

Planning and production

Little or no planning, poor organisation and incomplete against timescale.

Sufficient planning and organisation to enable completion to timescale.

Research, development and problem solving

Little or no research, ideas undeveloped and problems unresolved.

Some research and development of ideas. Some evidence of simple problem solving.

Practical skills and presentation

Limited skill demonstrated uses inappropriate processes. Poor presentation.

Demonstrates some skill and the use of appropriate processes. Can select and use techniques for presentation.

Evaluation and reflection

Inadequate assessment of ideas, little or no evidence of review.

Some ongoing assessment of ideas, able to discuss and review.

Merit

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

Good planning and organisation. Effective production and completion to timescale.

A range of research used to inform development of ideas. Some evidence of problem solving.

Demonstrates skill and the use of appropriate processes. Can select and competently use techniques for presentation.

Ongoing assessment of ideas, able to discuss, review and evaluate.

Distinction

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

Thorough planning and good organisation. Efficient production and completion against timescale.

Demonstrates a clear link between research and ideas development. Can adapt ideas in response to problems.

Consistently demonstrates skills and uses a range of appropriate processes. Can select and competently use techniques for presentation.

Effective use of ongoing assessment of ideas, able to discuss, review and evaluate to inform progress.

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Image: Charlie Goodwin
Level 1 Art, Design & Media
The College at Braintree