



**ual** ■ awarding  
■ body

**Levels 3 and 4**

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Foundation  
Diploma in  
**Art and Design**  
**Specification**







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# UAL Awarding Body

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

UAL Awarding Body is regulated by Ofqual, Qualification Wales and CCEA and currently offers accredited qualifications in art and design, fashion, creative media, music and performing and production arts. We are also the UK's leading provider of the Foundation Diploma in Art and Design. Our qualifications have high retention and achievement rates because they are flexible, responsive and relevant to industry needs, and facilitate student progression.

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

Camberwell College of Arts  
Central Saint Martins  
Chelsea College of Arts  
London College of Communication  
London College of Fashion  
Wimbledon College of Arts



6647 BACK NECK F...  
PAREMENTURE DE...  
BOCK  
Knicken 2 in voering  
Cut 2 in interfacing  
Couper 2 dans tripleure  
Knicken 2 in voering

6647 FRONT FACING  
PAREMENTURE DE DEVA...  
VOORBELEG  
COAT CUT 2  
FRONT FACING  
PAREMENTURE DE DEVA...  
VOORBELEG

6647 CUTTING LINE FOR JACKET  
Ligne à couper pour le devant  
Knicken 2 in voering  
COAT CUT 2  
FRONT FACING  
PAREMENTURE DE DEVA...  
VOORBELEG



# Qualifications at a glance



Foundation Diploma in Art and Design  
Level 3 and 4

Qualification title	UAL Level 3 Foundation Diploma in Art and Design	UAL Level 4 Foundation Diploma in Art and Design
Qualification number	603/3138/0	603/3139/2
Qualification start date	01 September 2018	01 September 2018
Approved Age range	16–18, 19+	16–18, 19+
Guided Learning Hours (GLH)	680	680
Total Qualification Time (TQT)	1,200	1,200
Total Credits	120	120



Harry Currier, Foundation Art and Design

<b>Qualification Purpose</b>	The UAL Level 3 and Level 4 Foundation Diploma in Art and Design are pivotal qualifications, which provide a transition from general education to specialist art and design education. This enables students to make an informed decision when applying to Higher Education or seeking employment within a related industry.
<b>Entry requirements</b>	<p>There are no formal entry requirements for these qualifications. However, it is recommended that students have a minimum of 5 x GCSEs at grade 4 or grade C, including Maths and English, and one A level, or equivalent Level 3 qualification, preferably in a relevant creative subject.</p> <p>International students are expected to demonstrate that they have a good level of written and spoken English with a recommended minimum IELTS (or equivalent) score of 5.0.</p> <p>For more information see Section 2.2 Entry requirements.</p>
<b>Qualification structure</b>	<p>To be awarded the <b>UAL Level 3 Foundation Diploma in Art and Design</b> students must Pass the following mandatory units:</p> <ul style="list-style-type: none"> <li>&gt; Unit 1: Diagnostic Investigation into Creative Practice (Level 3)</li> <li>&gt; Unit 2: Developing Specialist Practice (Level 3)</li> <li>&gt; Unit 4: Consolidating Practice (Level 4)</li> </ul> <p>To be awarded the <b>UAL Level 4 Foundation Diploma in Art and Design</b> students must Pass the following mandatory units:</p> <ul style="list-style-type: none"> <li>&gt; Unit 1: Diagnostic Investigation into Creative Practice (Level 3)</li> <li>&gt; Unit 3: Developing Specialist Practice (Level 4)</li> <li>&gt; Unit 4: Consolidating Practice (Level 4)</li> </ul>
<b>Assessment model</b>	<p>These qualifications are assessed through:</p> <ul style="list-style-type: none"> <li>&gt; two internally assessed and internally verified units (Unit 1 &amp; 2 or Unit 1 &amp; 3), which are subject to quality assurance by UAL Awarding Body</li> <li>&gt; one internally assessed and internally verified unit (Unit 4) which is graded by the centre and externally moderated by UAL Awarding Body.</li> </ul>
<b>Grading</b>	Units 1, 2 and 3 are graded Pass only. The overall qualification grade is based on Unit 4 and is graded as Fail, Pass, Merit or Distinction.
<b>Eligible for funding</b>	<p>It is designed to meet the funding requirements of:</p> <ul style="list-style-type: none"> <li>&gt; a 16–19 study programme</li> <li>&gt; Advanced Learner Loans</li> </ul>
<b>Offered in</b>	England, Northern Ireland, Scotland, Wales

\*Centres can find full details of Education & Skills Funding Agency funding arrangements for the qualification on 'the Hub' Learning Aims search facility.

# Qualification overview

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## 2.1 Qualification purpose

The UAL Level 3 and Level 4 Foundation Diploma in Art and Design are pivotal qualifications which provide a transition from general education to specialist art and design education. This enables students to make an informed decision when applying to Higher Education or seeking employment within a related industry.

The programme therefore builds on students' prior experience, linking skills already acquired with ideas and challenges, which will increase their independence and enable them to demonstrate a full understanding of the relevant standards necessary to progress to Higher Education or to an alternative career path.

These qualifications are not time-constrained but will normally be completed over a 12-month period. It can also be delivered as a part-time option over a period of 24 months.

### What are the aims of the qualifications?

The aims of these qualifications are to enable students to:

- > Demonstrate awareness of the different perspectives, approaches and ethics within diverse creative practice.
- > Research, analyse and evaluate relevant information as part of their creative practice.
- > Understand, adapt and safely use appropriate practical methods and skills for creative practice and production.
- > Explore solutions to complex problems through the application of practical, theoretical and technical understanding.
- > Take responsibility for research, planning and time management to access and action progression opportunities.
- > Use critically evaluative and reflective skills in order to take responsibility for own learning, development and decision-making.
- > Effectively communicate and present ideas and creative practice to appropriate audiences.

### What will the qualifications cover?

Both qualifications are made up of three mandatory units.

#### **Unit 1: Diagnostic Investigation into Creative Practice.**

In this unit, students will undertake a diagnostic investigation into visual language and creative practices. This exploratory investigation allows students to become familiar with and experiment within a wide range of (art, design and media) creative disciplines as part of their journey to, or reinforcement of, specialism in Unit 2 or Unit 3.

#### **Unit 2: Developing Specialist Practice. (Level 3) OR Unit 3: Developing Specialist Practice. (Level 4)**

This unit will provide students with the opportunity to reflect on the knowledge, skills and practices they have developed in Unit 1 of the qualification, and to define their creative ambitions by encouraging a holistic approach to a range of activities, which will support, contextualise and position their creative endeavour within their chosen specialist practice.

#### **Unit 4: Consolidating Practice.**

This unit aims to provide students with an opportunity to take control of their own learning and demonstrate their achievement by independently initiating, researching, completing and evaluating a project proposal and realisation within their chosen professional context.

Students must Pass all three mandatory units to be awarded the qualification.



## 2.2 Entry requirements

There are no formal entry requirements for these qualifications. However, UAL Awarding Body recommends that students have a minimum of:

- > 5 x GCSEs at grade 4 or grade C, including Maths and English:
- > One A level or equivalent Level 3 qualification, preferably in a relevant creative subject.

However, this is at the discretion of the centre as students may show promise in art and design but lack any formal qualifications in creative subjects. If students show promise in art, design or media but lack GCSE Maths and/or English, centres are permitted to deliver these subjects alongside the UAL Foundation Diploma in Art and Design programme.

International students are expected to demonstrate that they have a good level of written and spoken English with a recommended minimum IELTS (or equivalent) score of 5.0.

## 2.3 Induction

Centres should provide students with an induction, which ensures that:

- > A course handbook and any other supporting material to facilitate effective learning is provided
- > Timetabling arrangements are clarified
- > Academic tutorials systems are provided
- > Learning support needs are identified and provided as appropriate
- > Course structures and assessment requirements are explained
- > Health and safety regulations and procedures are explained



## 2.4 Planning the programme

UAL Awarding Body supports individualised approaches to programme design and delivery within the broader context of the qualification aims and learning outcomes. As such, the qualifications have been written with the flexibility to support a wide range of delivery options.

Both qualifications allow for a multidisciplinary or more specialist delivery model. For example, a centre may wish to run a course which gives students a broad experience of different aspects of creative practice before choosing their specialism or shape a curriculum which focuses on one particular specialist discipline.

Examples of particular creative practices and specialism include, but are not limited to:

- > **Fine art:** for example, drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation), photography, and performance art
- > **Interactive arts:** for example, interactive media including web, app and game design
- > **Graphic communication:** for example, advertising, packaging design, design for print, illustration, communication graphics, branding, multimedia, motion graphics, design for film and television

- > **Fashion/textile design:** for example, fashion design, fashion communication, styling, branding, fashion illustration, fashion textiles, costume design, digital textiles, printed and/or dyed fabrics and materials, domestic textiles, wallpaper, interior design, constructed textiles, art textiles and installed textiles
  - > **Three-dimensional design:** for example, ceramics, sculpture, exhibition design, design for theatre, television and film, interior design, product design, environmental design, architectural design, jewellery/body ornament and 3D digital design
  - > **Photography/lens-based media:** for example, portraiture, landscape photography, still life photography, documentary photography, photojournalism, fashion photography, experimental imagery, multimedia, photographic installation and moving image (video, film, animation).
  - > **Media:** for example, television, radio, print, video, audio, digital media, computer games, photography, advertising and publishing.
  - > **Curation and exhibition management:** for example, history and conservation, collections (private, public, digital), galleries and visual culture.
- Centres planning to deliver these qualifications should:
- > Read and familiarise themselves with the unit specification and support material before designing a course programme, including the qualification structure, content, learning outcomes, assessment and quality assurance arrangements
  - > Be occupationally competent and have subject area knowledge. This knowledge must be to the same level or higher than the qualification being delivered
  - > Have recent and relevant industry experience (where appropriate) in the specific area they are delivering
  - > Have credible experience of teaching and/or providing training
  - > Undertake activities that contribute to their continuing professional development (CPD)
  - > Have access to the physical resources needed to support programme delivery and the assessment of knowledge and skills, which should be of industry standard. Where specific resources are required, these have been indicated in the unit specification.
- Centres delivering these qualifications are not expected to provide identical programmes but will be required to cover the same learning outcomes across all creative practices within a centre 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 teaching within the areas of two-dimensional, three-dimensional and four-dimensional practice.

As the programme progresses, students must be able to demonstrate achievement in learning, observing and analysing, alongside practical experience in a variety of creative practices, paralleled by an increasing ability to coherently synthesise their experiences in preparation for the next stages of their professional development. Centres must develop their students' skills base which acknowledges the interrelationship of the critical, theoretical and practical and the relationship between the development of their ideas and work and the choices they make regarding future progression.



### 2.5 Personal and professional development

The UAL Level 3 and Level 4 Foundation Diploma in Art and Design will provide students with opportunities to develop and utilise broad, transferable skills through encouraging an ethos of personal and professional development. Specifically, the programme will allow students to demonstrate:

- > Initiative
- > Independent inquiry
- > Creative thinking
- > Project management
- > Reflective learning
- > Team-working
- > Self-management
- > Effective participation
- > Social responsibility
- > Environmental awareness
- > Ethics and sustainability
- > Problem solving
- > Communication
- > Presentation
- > Research
- > Digital skills
- > Literacy
- > Numeracy

Please also refer to the Delivery Guidance for this qualification, for additional information on personal and creative attributes.



'Mending' by Erica Tung, Central Saint Martins

### 2.6 Progression opportunities

Students completing the UAL Level 3 or Level 4 Foundation Diploma in Art and Design will have the skills and understanding needed to progress to:

**Higher Education** – the Level 3 qualification is intended to carry UCAS points and be recognised by higher education providers as meeting admission requirements to a range of BA (Hons) courses.

On the basis of their portfolio, students may also progress into Higher Education from the Level 4 qualification.

Students should always check the entry requirements for degree programmes with specific higher education providers.

**Employment or apprenticeships** – the skills developed throughout these qualifications may support students to progress into appropriate entry level roles, training programmes or higher apprenticeships, or self-employment in the creative sector.

### 2.7 Certification

Upon completion of these qualifications, students will achieve ONE of the following qualification certificates:

- > UAL Level 3 Foundation Diploma in Art and Design (603/3138/0)
- > UAL Level 4 Foundation Diploma in Art and Design (603/3192/2)

# Assessment and moderation

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Assessment is the process for measuring a student's skills, knowledge and understanding against the standards set in a qualification.

Assessment requirements:

- > Unit 1 and Unit 2 (Level 3) or Unit 1 and Unit 3 (Level 4) will be internally assessed and internally verified against the learning outcomes and grading grid for those units.
- > Unit 4 will be internally assessed, internally verified and externally moderated against the learning outcomes and grading grid for the unit.

### 3.1 Internal assessment

UAL Awarding Body requires each centre to develop assignments that are fit for purpose, appropriate for the method of assessment chosen and consistent with the specification for the qualification.

To help centres set appropriate assignments, UAL Awarding Body has provided the guidance below:

### 3.1.1 Designing the assessment

Centres should develop and set their own assignments for the internally assessed units. It is essential that tutors/assessors are familiar with the indicative content, learning outcomes and grading grid, before designing the assignment.

Where a centre is devising an assignment, they must ensure that:

- > They are valid, reliable, fair and fit for purpose
- > The content of the assignment is consistent with the specification
- > They specify controls for the time, resources, supervision and collaboration of all activities
- > The design of the assignment allows for independent work and group work to be authenticated as the individual's own work or individual contribution
- > They build in a sufficient level of supervision to ensure that they are able to authenticate the evidence produced by each student
- > All assignments and projects, whether devised by the centre or the student, provide appropriate opportunities for the student to generate the evidence required to meet the learning outcomes. It is the responsibility of the centre to ensure that student-generated projects enable them to meet the learning outcomes.

Centres may choose to launch assessment activities at any point during the delivery of the unit content. However, students must have a thorough understanding of the relevant unit content prior to commencing the assessment. Consequently, centres will need to ensure that they set up each assessment in an effective way, and plan carefully to ensure that all unit content is covered in a timely fashion.



Abi Beaton, Reigate School of Art



UAL Awarding Body must have quality oversight of all assessments to ensure that there is comparability and validity across all centres and that the assessment decisions made are fair, valid and reliable and free from bias.

This is achieved through the process of external moderation, whereby trained external moderators, moderate assessment and grading decisions to ensure they are in line with the required standards. For more information on moderation, please see the External Moderation section of this specification

### 3.1.2 Setting the assessment

Centres may choose to assess each unit through one continuous project or a series of individual assignments. In both instances, they must set the controls for the assessment including:

- > Giving a clear time frame including setting deadlines for each individual activity and the overall assessment
- > Suggesting appropriate resources, tools and materials and signposting where these can be found
- > Specifying where resource controls must take place and which resources should be provided to all students
- > Detailing requirements on the amount and type of evidence required
- > Giving specific details on where and when direct supervision is required in the assessment
- > Providing students with guidance on collaboration, including where and when collaboration is permitted

In addition, they should:

- > Provide students with assessment guidance so that they know what they are being assessed on and what is expected of them.
- > Provide details of where students can find additional support if they need it
- > Schedule regular opportunities for tutor and peer review of work to date

Work for internally assessed units should be completed in the course of normal curriculum time and supervised and graded by the tutor/assessor. Some of the work, by its very nature, may be undertaken outside the centre, such as research, portfolio building etc. As with all centre-assessed work, the tutor/assessor must be confident that work submitted for assessment is the students' own. Students are free to revise and redraft work without tutor/assessor involvement before submitting the work for assessment.

For more information on assessment please see the UAL Delivery Guidance for this qualification.

### 3.2 Internal verification

Internal verification is the process of ensuring that everyone who assesses a particular qualification in a centre is assessing to the same standards.

Centres must have an established internal quality assurance framework to ensure that UAL Awarding Body approval, quality assurance and contractual arrangements are met. It is the responsibility of internal verifiers to ensure that assessors' decisions are sampled and monitored to ensure consistency and fairness, and that assessments set are appropriate and at the required level. Internal verifiers are also responsible for supporting assessors by offering advice and guidance. The internal verifier will follow the centre's own sampling strategy in selecting the sample to be internally verified and must over time include evidence from a full range of work, student achievement and decisions made by all staff with assessment responsibility.

It is recognised that different centres use different approaches and terminology specific to their culture. The UAL Awarding Body Centre Handbook outlines some examples of good practice for the internal verification of qualifications. Centres must ensure their methodologies are suitably robust and meet the standards set by UAL Awarding Body.

### 3.3 External moderation

External moderation is concerned solely with evaluating the validity of centres' assessment decisions through the external moderation of internally assessed and verified work.

External moderators, in addition to moderating assessments and grading decisions for externally moderated units, are required to confirm that the internal assessments for internally assessed units are rigorous and assessment decisions are fair, valid, reliable and free from bias.

UAL Awarding Body's external moderation of internal assessment is carried out at least once a year to ensure that assessments and grading decisions are in line with the required standards.

For more information on the external moderation process, please see the UAL Awarding Body Centre Handbook.

### 3.4 Synoptic assessment

Synoptic assessment is a feature of these qualifications and it requires students to use an appropriate selection of their skills, knowledge and understanding acquired through all of the units that make up the qualification, in an integrated way and to apply them to a key task or tasks.

Both qualifications present many opportunities for students to use their knowledge, understanding and skills in an integrated way and apply aspects they have covered in one unit, to other units they are studying. However, students are formally assessed synoptically in Unit 4: Consolidating Practice.

In this unit students will be asked to apply the skills, knowledge and understanding developed in Units 1- 3 to take control of their own learning and demonstrate their achievement by independently initiating, researching, completing and evaluating a project proposal and realisation within their chosen professional context.

To support the development of a synoptic approach, tutors are encouraged to continually reinforce links between elements of the course, so that their students view the area of study as a holistic programme of learning.



Foundation Diploma in Art and Design  
Level 3 and 4 specification



# Grading

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Unit achievement is based on a student's ability to meet the learning outcomes. All units must at a minimum be passed; there is no compensation across learning outcomes.

- > Units 1, 2 and 3 can be awarded a grade of Pass only.
- > Unit 4 can be awarded a grade of Pass, Merit or Distinction.

Students must successfully complete these units: Units 1 and 2 (Level 3) or Units 1 and 3 (Level 4), before moving onto the final unit, Unit 4.

## 5.1 Grading the internal assessment

Centre assessors must judge the quality of a student's evidence against the criterion in the grading grid to award a grade of Fail, Pass, Merit or Distinction.

Grades are given according to the highest level for which the student is judged to have met all learning outcomes. Therefore:

- > to achieve a **Pass (P)** grade, students must evidence all of the learning outcomes to the Pass standard
- > to achieve a **Merit (M)** grade, students must evidence all of the learning outcomes to the Merit standard
- > to achieve a **Distinction (D)** grade, students must evidence all of the learning outcomes to the Distinction standard

Students who fail to meet all learning outcomes at a Pass standard will be referred and will have one opportunity to redeem their referral. Where a student has been referred, the centre must inform students of the learning outcomes that they have failed to meet and ensure that they are provided with opportunities to work towards meeting those learning outcomes within an appropriate timeframe.

**Referrals (R)** that have been successfully redeemed will be capped at a Pass. Where possible, referrals should be redeemed before external moderation.

Students who, after being referred, are still unable to meet all learning outcomes at a Pass standard will be awarded a **Fail (F)**.



Elizabeth Parsons, Foundation Art and Design

### 5.2 Using the grading grid

The grading grid specifies the standard required by a student to achieve a Fail, Pass, Merit or Distinction grade. Assessors must assess the work students submit for assessment against the relevant criterion and its descriptors to make a judgement on a student's performance.

The seven-grade criterion (e.g. context, research, problem solving etc.) are not subject specific, however the achievement indicators have been written to make it more relevant to the qualification area.

The criterion to be used with a particular unit are selected with reference to the main aspects of student performance that need to be taken into account when grading decisions are made for that unit. The grading grid is not based on an assumed one-to-one relationship between the criterion and learning outcomes (although it is possible that in some units, because of the way the learning outcomes have been structured, something close to a one-to-one relationship may emerge). In general, however, judgements about student work in relation to grading, apply across the work for a unit, whether that unit is assessed through one, or more than one, assignment.

### 5.3 Awarding the final grade

To achieve the Level 3 or Level 4 Foundation Diploma in Art and Design, students must successfully demonstrate their achievement of all learning outcomes as detailed in this qualification specification.

The final grade for the UAL Level 3 or Level 4 Foundation Diploma in Art and Design is determined entirely by the grade achieved in Unit 4.

The final grade for this qualification is based on a structure of Fail, Pass, Merit and Distinction.



# Qualification structure and content

## 7.1 Understanding the qualification structure and units

<b>Unit title</b>	The title provides a concise summary of the content of the course.
<b>Guided Learning Hours (GLH)</b>	Guided learning time represents the hours that students are being taught or instructed by—or otherwise participating in education or training under the immediate guidance or supervision of—a lecturer, supervisor, tutor or other appropriate provider of education or training. This estimate includes the hours being assessed, if the assessment takes place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Total Qualification Time (TQT) Total Unit Time (TUT)</b>	Total Qualification Time (TQT) and Total Unit Time (TUT) represents an estimate of the amount of time students will be required to undertake in order to complete and demonstrate achievement of the qualification or unit. TQT/ TUT is comprised of the following: (a) the number of hours which has been assigned for Guided Learning, and (b) The number of hours which has been assigned for self-directed learning. That is learning which is not under the immediate guidance or supervision of—a lecturer, supervisor, tutor or other appropriate provider of education or training.
<b>Unit introduction</b>	A concise summary of the aim of the unit, telling students what they can expect to learn and why the unit may be of interest to them.
<b>Learning outcomes (LO)</b>	Learning outcomes state what students should know, understand or be able to do as a result of completing the unit(s)/qualification.
<b>Indicative Content</b>	Indicative content defines the breadth and depth of learning for each unit. It is expected that all the content will be delivered during the programme of learning. It is not required to assess every aspect of the content, as students will be expected to apply the knowledge, understanding and skills acquired through the learning process to the specifics of the assessment context.
<b>Grading grid</b>	These are used to determine the grade achieved by students. Centres, students and UAL Awarding Body will be able to make judgements on performance based on the information contained within the grading grid.

## 7.2 Qualification structure

### UAL Level 3 Foundation Diploma in Art and Design

To be awarded the UAL Level 3 Foundation Diploma in Art and Design students must Pass the following mandatory units:

Unit title	Level	GLH	TUT	Credits	Assessed	Grade
Unit 1: Diagnostic Investigation into Creative Practice	3	190	290	29	Internal	Pass
Unit 2: Developing Specialist Practice	3	310	460	46	Internal	Pass
Unit 4: Consolidating Practice	4	180	450	45	Synoptic internal assessment	P/M/D
Total Qualification Time		680	1200	120		

### UAL Level 4 Foundation Diploma in Art and Design

To be awarded the UAL Level 4 Foundation Diploma in Art and Design students must Pass the following mandatory units:

Unit title	Level	GLH	TUT	Credits	Assessed	Grade
Unit 1: Diagnostic Investigation into Creative Practice	3	190	290	29	Internal	Pass
Unit 3: Developing Specialist Practice	4	310	460	46	Internal	Pass
Unit 4: Consolidating Practice	4	180	450	45	Synoptic internal assessment	P/M/D
Total Qualification Time		680	1200	120		

## 7.3 Qualification commentary


UAL Awarding Body qualifications are characterised by academic rigour and student-centred learning culture, encompassing: analytical principles; exploratory and investigative practices; contextual research and material experimentation. These are delivered through a coherent and integrated sequence of learning activities which will enable students to identify and capitalise on their strengths and affinities.

Teaching teams are expected to be innovative in delivery, identifying specific discipline expertise, whilst ensuring that the core interpretative function of translating students' abilities into realisable goals is achieved. This programme is characterised by experiential, experimental and integrated learning, relying upon the application and transfer of practical skills, whilst valuing the

accidental and disruptive results that can occur, and recognising common principles and distinctive characteristics of subject disciplines within the field of art and design.

Course delivery should build on students' prior experience, linking skills already acquired with ideas and challenges, which will expand their critical independence and enable them to define their artistic ambitions and position their creative concept.

Students will be developing a practice base, firstly, through a diagnostic process and as the course progresses, through a more specialist approach. This acknowledges the interrelationship of the critical, theoretical and practical and the relationship between the development of their ideas and work, and the choices they make regarding future progression.



# Unit 1

## Diagnostic Investigation into Creative Practice

<b>Level:</b>	<b>3</b>
<b>GLH:</b>	<b>190 hours</b>
<b>TUT:</b>	<b>290 hours</b>
<b>Credits:</b>	<b>29</b>
<b>Assessment:</b>	<b>Internally assessed and internally verified</b>
<b>Grade:</b>	<b>Fail/Pass</b>
<b>Resources:</b>	<b>Centres must have the physical resources to successfully implement the programme including: adequate flexible or open access provision to appropriately equipped and updated art and design studio and specialist workshops, IT facilities, LRC and study support.</b>





### Unit introduction

In this unit, students will undertake a diagnostic investigation into visual language and creative practices. This exploratory investigation allows students to become familiar with and experiment within a range of creative disciplines (art, design and media) as part of their journey to, or reinforcement of, specialism in Unit 2 or 3.

Throughout the unit, students will develop their visual language, research methods, contextual awareness and evaluative ability to underpin a broad range of varied creative activities. They will develop the necessary skills in planning, recording, analysis and reflection to support and communicate creative endeavour, while gaining an appreciation of the position and context of their investigations. The diagnostic mode provides students with the opportunity to safely and effectively experience a wide range of art and design materials, methods and technologies within a professional practice.

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### Learning outcomes

On successful completion of this unit the student will be able to:

1. Apply, integrate and contextualise research methods and activities within a creative practice.
2. Identify, select and safely use appropriate materials, methods, media, tools and technologies in relation to a variety of creative practices.
3. Develop ideas, solve problems and apply learning strategies within the context of a range of diverse creative practices.
4. Understand the conventions and application of critical evaluation and reflection for a range of audiences and purposes.

## Unit 1 Indicative content

### Diagnostic Investigation into Creative Practice

#### Indicative content

This unit will give a broad diagnostic view of the creative industries that will develop the students' understanding of the interrelated nature of each discipline. The unit is designed to provide the student with a coherent body of knowledge and understanding, alongside the broad skill base that is associated with a range of art, design and media practices, in order to enhance and sustain their professional development. The type of practical skills will be variable, depending upon the context of the work undertaken. Sufficient and appropriate structure will be implemented to support and encourage ambition and initiative, whilst maintaining the facility for students to exercise a degree of self-determination in their choice of subject and to clarify their own longer-term goals as they progress into a more specialist approach in Unit 2 or Unit 3.

The content for this unit is not restricted to but will typically cover the following:

- > Investigations into research methods, including ethical perspectives
- > Analysis of creative practice
- > Application of creative theory in support of practice
- > Exploratory and experimental investigations into manual and/or digital techniques, processes and creative practices.
- > Application of materials, techniques and processes for a variety of creative practices and audiences
- > Investigations into the relationship between ideas, visual language and purpose.

#### Assessment and evidence requirements

This unit is internally assessed and internally verified against the unit outcomes and grading grid for the unit, through a student's assigned work; and is subject to UAL Awarding Body's external quality assurance.

In planning the assessment opportunities, the centre should consider the guidance in UAL Awarding Body Centre Handbook.

Students are able to demonstrate that the learning outcomes have been met in a variety of ways. However, it is likely that a portfolio of evidence will be the main form of evidence generated

Evidence is not prescribed but could typically include:

- > Records of advice and guidance
- > Records of analysis, active reflection and management of own and/or collaborative learning and progress.
- > Records of communications and presentations
- > Visual portfolio.

Evidence can be recorded in physical and digital sketchbooks, notebooks, visual development sheets, other digital material, constructions, samples, and personal reflective diaries and/or blogs as appropriate.

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

### Delivery

This unit will be delivered through a range of appropriately structured activities and assignments in order to enhance the students' exploration, understanding and application of research methods, ideas development and materials and methods, alongside planning, recording, analysis, reflection and evaluation to support student learning and creative endeavour.

Group critiques with peers and tutors, along with group discussions will promote reflective learning, and refine critical thinking skills. Students should be encouraged to be open-minded, be increasingly autonomous in their approach to their learning and will be expected to conduct independent research in order to gain a sophisticated understanding of their creative practice.

Facilities and learning resources should be made available to students outside of taught sessions, and could include: access to lectures, discussions, workshops, demonstrations, educational visits or other supporting events.

For more information, please refer to the Delivery Guidance for this qualification.

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

### Reading and resources list

The centre will determine reading lists and all other associated resources for this unit.

### Learning outcomes and grading grid

This unit is graded as Pass or Fail and must be passed before moving onto Unit 2 or Unit 3.

Evidence submitted by the student must be assessed and graded against the criteria assigned to this unit. A student who submits evidence that fails to meet the Pass standard will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence prior to starting the next unit.



## Unit 1

### Grading grid

## Diagnostic Investigation into Creative Practice

Criterion	Indicative Mapping to LO	Achievement	
		Fail	Pass (L3)
<b>1. Context</b> Understanding and application of subject knowledge, and underlying principles	LO1 LO3 LO4	Insufficient understanding of subject knowledge and underlying principles.  Context lacks clarity in aims and purpose.	Relevant understanding of subject context is used appropriately to make judgements, articulate aims and clarify purpose.
<b>2. Research</b> Identification and investigation of a range of academic, ethical and cultural sources	LO1	Insufficient evidence presented of how research is used to inform and develop ideas.	Relevant information has been gathered, documented and used in the development of ideas.
<b>3. Development of Creative Practice</b> Skills to enable the realisation of ideas, appropriate to creative practice.	LO2 LO3	Skills development and processes are neither explored or demonstrated.  Judgement and execution of techniques are poor and fail to communicate creative practice.	Relevant processes, skills and knowledge are applied to develop and realise ideas, showing a command of varied techniques.
<b>4. Problem Solving</b> Solve problems and adapt to unforeseen challenges in the realisation of creative practice.	LO2 LO3	Insufficient engagement with seeking alternative approaches to solving problems.  Insufficient evidence of testing and impact.	Relevant understanding and exploration of alternative ideas and processes to identify and resolve practical and theoretical problems within creative practice.
<b>5. Planning, progress and production</b> Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	LO1 LO3 LO4	Insufficient purpose or active reflection and planning.  Insufficient self-direction, subject engagement and evaluation against aims.	Relevant, meaningful and active planning and reflection, against aims.  Evidence of self-direction, subject engagement and commitment.
<b>6. Evaluation and Reflection</b> Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.	LO3 LO4	Insufficient evidence of ongoing and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision making.	Relevant and valid, ongoing and summative critical reflection and evaluation informs learning, and communicates decision making and the development of ideas.  Realistic evaluation of own practice used effectively to identify and communicate progress.
<b>7. Communicating and Presenting a Creative Practice</b> Communicating and presenting a creative, individual or collaborative personal practice.	LO2 LO3 LO4	Insufficient or ineffective communication and presentation of ideas.	Relevant and effective communication, with sufficient clarity, organisation and consistency in presenting ideas appropriate to the intended audience.

It should be noted that these are suggestions on how learning outcomes can be mapped. Learning outcomes are 'fluid' and as such, this grid is for guidance only.





## Unit 2

# Developing Specialist Practice

<b>Level:</b>	<b>3</b>
<b>GLH:</b>	<b>310 hours</b>
<b>TUT:</b>	<b>460 hours</b>
<b>Credits:</b>	<b>46</b>
<b>Assessment:</b>	<b>Internally assessed and internally verified</b>
<b>Grade:</b>	<b>Fail/Pass</b>
<b>Resources:</b>	<b>Centres must have the physical resources to successfully implement the programme including: adequate flexible or open access provision to appropriately equipped and updated art and design studio and specialist workshops, IT facilities, LRC and study support.</b>



### Unit introduction

This unit will provide the student with the opportunity to reflect on the knowledge, skills and practices they have developed in Unit 1 of the qualification, and to define their creative ambitions by encouraging a holistic approach to a range of activities, which will support, contextualise and position their creative endeavour within their chosen specialist practice.

The unit also serves as a precursor to the student's final project and will provide them with an opportunity to enter a more personal interrogation and diagnosis to identify ambitions within a specific field. In doing so, they will begin to develop the requisite professional skills necessary for progression within their chosen specialist practice.

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### Learning outcomes

On successful completion of this unit the student will be able to:

1. Research and contextualise creative ambitions within specialist practice

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2. Apply research methodology and use technical skills and practical experimentation to develop ideas within a specialist practice

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3. Use self-reliant learning strategies to develop ideas and solve complex problems within the context of specialist practice to inform and realise creative solutions

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4. Use critical evaluation and reflective skills in order to take responsibility for own learning and development

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5. Review and apply presentation skills in order to communicate their creative practice to a selected audience.

## Unit 2 Indicative content

### Developing Specialist Practice

#### Indicative content

This unit is designed to build on the knowledge, skills and practices developed in Unit 1 of the qualification. It carries students deeper into their respective specialisms by allowing them to research, develop and refine their creative ideas. The content will be variable and largely self-defined by the students' artistic ideas as they practically test and develop their concepts and progress their professional practice. The unit encourages students to be creative thinkers and to show innovation. It is expected that they will develop a greater understanding of the progression opportunities available and it is also designed to encourage the development of more effective presentation and communication skills appropriate to their chosen art, design or media specialist practice.

The content for this unit is not restricted to but will typically cover the following:

- > Reflection, analysis and evaluation to identify achievement and to recognise further opportunities for personal development
- > Critical analysis and evaluation to assess the effectiveness of a range of research and contextual perspectives to explore ideas and develop creative solutions within a specialist creative practice
- > Application of relevant skills and the necessary knowledge and understanding of a range of creative processes to develop solutions to complex problems within a selected specialist practice.

#### Assessment method and evidence requirements

This unit is internally assessed and internally verified against the unit outcomes through a student's assigned work and is subject to UAL Awarding Body's external quality assurance.

In planning the assessment opportunities, the centre should consider the guidance in the UAL Awarding Body Centre Handbook.

Students are able to demonstrate that the learning outcomes have been met in a variety of ways. However, it is likely that a portfolio of evidence will be the main form of evidence generated.

This unit requires students to produce a piece of critical writing, set by the centre; of **approximately 750 words**, and could address one or more of the following:

- > A review of progress and achievement through Unit 1 of the course, reflecting on the development of their individual creative curiosity, their ability to deal with complexity and their artistic confidence as well as specific artists/designers/exhibitions that have had an impact on their own creative direction. (This could cover aspects of the final major project proposal terminology and be written to initiate unit 2).
- > A critical review of their creative practice, making specific reference to their own developing specialist practice, personal influences and research interests, artists and/or designers, exhibitions and creative ideas that have influenced their decisions, creative development and progression plans. (This could cover aspects of the final major project proposal terminology and be written towards the end of unit 2).
- > An academic essay linked to their specialist practice.
- > Any other critical writing that the Centre deems appropriate.

It must also include:

- > A bibliography, detailing all research sources.

In addition to the above requirement, UAL Awarding Body would anticipate the following types of evidence to be generated:

Evidence is not prescribed but could typically include:

- > Records of critical analysis and evaluation to articulate working processes in support of decision-making and progress
- > Records of advice and guidance
- > Visual portfolio showing characteristics of the specialist discipline, to effectively communicate and present ideas and working practice to a range of appropriate audiences, and to explore progression opportunities
- > Critical writing.

Evidence can be recorded in physical and digital sketchbooks, notebooks, visual development sheets, other digital material, constructions, samples, and personal reflective diaries and/or blogs as appropriate.

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

### **Delivery**

This unit will be delivered through a range of appropriately structured activities and assignments in order to provide students with a greater understanding of their specialist field and how it is situated within a broader context. A range of activities might include: lectures, discussions, workshops, demonstrations, visits or other supporting activities. Group critiques with peers and

tutors will promote reflective learning, along with group discussions where critical thinking skills will continue to be refined and advanced. Students should be encouraged to be autonomous in their approach to their learning and will be expected to conduct independent research in order to gain a sophisticated understanding of their personal creative practice and professional development. Facilities and learning resources will be available for students to access outside taught sessions.

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

For more information, please refer to the Delivery Guidance for this qualification.

### **Reading and resources list**

The centre will determine reading lists and all other associated resources for this unit.

### **Learning outcomes and grading grid**

This unit is graded as Pass or Fail and must be passed before moving onto the final unit, Unit 4.

Evidence submitted by the student must be assessed and graded against the criteria assigned to this unit. A student who submits evidence that fails to meet the Pass standard will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence prior to starting the next unit.

## Unit 2

### Grading grid

## Developing Specialist Practice

Criterion	Indicative Mapping to LO	Achievement	
		Fail	Pass (L3)
<b>1. Context</b> Understanding and application of subject knowledge, and underlying principles	LO1 LO3 LO4 LO5	Insufficient understanding of subject knowledge and underlying principles.  Context lacks clarity in aims and purpose.	Relevant understanding of subject context is used appropriately to make judgements, articulate aims and clarify purpose.
<b>2. Research</b> Identification and investigation of a range of academic, ethical and cultural sources	LO1 LO5	Insufficient evidence presented of how research is used to inform and develop ideas.	Relevant information has been gathered, documented and used in the development of ideas.
<b>3. Development of Creative Practice</b> Skills to enable the realisation of ideas, appropriate to creative practice.	LO2 LO5	Skills development and processes are neither explored or demonstrated.  Judgement and execution of techniques are poor and fail to communicate creative practice.	Relevant processes, skills and knowledge are applied to develop and realise ideas, showing a command of varied techniques.
<b>4. Problem Solving</b> Solve problems and adapt to unforeseen challenges in the realisation of creative practice.	LO2 LO3 LO5	Insufficient engagement with seeking alternative approaches to solving problems.  Insufficient evidence of testing and impact.	Relevant understanding and exploration of alternative ideas and processes to identify and resolve practical and theoretical problems within creative practice.
<b>5. Planning, progress and production</b> Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	LO1 LO3 LO4	Insufficient purpose or active reflection and planning.  Insufficient self-direction, subject engagement and evaluation against aims.	Relevant, meaningful and active planning and reflection, against aims.  Evidence of self-direction, subject engagement and commitment.
<b>6. Evaluation and Reflection</b> Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.	LO1 LO3 LO4 LO5	Insufficient evidence of ongoing and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision making.	Relevant and valid, ongoing and summative critical reflection and evaluation informs learning, and communicates decision making and the development of ideas.  Realistic evaluation of own practice used effectively to identify and communicate progress.
<b>7. Communicating and Presenting a Creative Practice</b> Communicating and presenting a creative, individual or collaborative personal practice.	LO1 LO2 LO3 LO4 LO5	Insufficient or ineffective communication and presentation of ideas.	Relevant and effective communication, with sufficient clarity, organisation and consistency in presenting ideas appropriate to the intended audience.

It should be noted that these are suggestions on how learning outcomes can be mapped. Learning outcomes are 'fluid' and as such, this grid is for guidance only.





'The Blue In You' by Fiona Tran, Central Saint Martins

# Unit 3

## Developing Specialist Practice

<b>Level:</b>	4
<b>GLH:</b>	310 hours
<b>TUT:</b>	460 hours
<b>Credits:</b>	46
<b>Assessment:</b>	Internally assessed and internally verified
<b>Grade:</b>	Fail/Pass
<b>Resources:</b>	Centres must have the physical resources to successfully implement the programme including: adequate flexible or open access provision to appropriately equipped and updated art and design studio and specialist workshops, IT facilities, LRC and study support.

### Unit introduction

This unit will provide the student with the opportunity to reflect on the knowledge, skills and practices they have developed in Unit 1 of the qualification, and to define their creative ambitions by encouraging a holistic approach to a range of activities, which will support, contextualise and position their creative endeavour within their chosen specialist practice.

The unit also serves as a precursor to the student's final project and will provide them with an opportunity to enter a more personal interrogation and diagnosis to identify ambitions within a specific field. In doing so, they will begin to develop the requisite professional skills necessary for progression within their chosen specialist practice.

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### Learning outcomes

On successful completion of this unit the student will be able to:

1. Research and contextualise creative ambitions within specialist practice
2. Apply research methodology and use technical skills and practical experimentation to develop ideas within a specialist practice
3. Use self-reliant learning strategies to develop ideas and solve complex problems within the context of specialist practice to inform and realise creative solutions
4. Use critical evaluation and reflective skills in order to take responsibility for own learning and development
5. Review and apply presentation skills in order to communicate their creative practice to a selected audience.

## Unit 3 Indicative content

### Developing Specialist Practice

#### Indicative content

This unit is designed to build on the knowledge, skills and practices developed in Unit 1 of the qualification. It carries students deeper into their respective specialisms by allowing them to research, develop and refine their creative ideas. The content will be variable and largely self-defined by the students' artistic ideas as they practically test and develop their concepts and progress with their professional practice. The unit encourages students to be creative thinkers and to show innovation. It is expected that they will develop a greater understanding of the progression opportunities available and it is also designed to encourage the development of more effective presentation and communication skills appropriate to their chosen art, design or media specialist practice.

The content for this unit is not restricted to but will typically cover the following:

- > Reflection, analysis and evaluation to identify achievement and to recognise further opportunities for personal development
- > Critical analysis and evaluation to assess the effectiveness of a range of research and contextual perspectives to explore ideas and develop creative solutions within a specialist creative practice
- > Application of relevant skills and the necessary knowledge and understanding of a range of creative processes to develop solutions to complex problems within a selected specialist practice

#### Assessment and evidence requirements

This unit is internally assessed and internally verified against the unit outcomes through a student's assigned work and is subject to UAL Awarding Body's external quality assurance.

In planning the assessment opportunities, the centre should consider the guidance in the UAL Awarding Body Centre Handbook.

Students are able to demonstrate that the learning outcomes have been met in a variety of ways. However, it is likely that a portfolio of evidence will be the main form of evidence generated.

This unit requires students to produce a piece of critical writing, set by the centre; of **approximately 750 words**, and could address one or more of the following:

- > A review of progress and achievement through Unit 1 of the course, reflecting on the development of their individual creative curiosity, their ability to deal with complexity and their artistic confidence as well as specific artists/designers/exhibitions that have had an impact on their own creative direction. (This could cover aspects of the final major project proposal terminology and be written to initiate unit 3).
- > A critical review of their creative practice, making specific reference to their own developing specialist practice, personal influences and research interests, artists and/or designers, exhibitions and creative ideas that have influenced their decisions, creative development and progression plans. (This could cover aspects of the final major project proposal terminology and be written towards the end of unit 3).
- > An academic essay linked to their specialist practice.
- > Any other critical writing that the Centre deems appropriate.



It must also include:

- > A bibliography, detailing all research sources.

In addition to the above requirement, UAL Awarding Body would anticipate the following types of evidence to be generated:

Evidence is not prescribed but could typically include:

- > Records of critical analysis and evaluation to articulate working processes in support of decision-making and progress
- > Records of advice and guidance
- > Visual portfolio showing characteristics of the specialist discipline, to effectively communicate and present ideas and working practice to a range of appropriate audiences and to explore progression opportunities
- > Critical writing

Evidence can be recorded in physical and digital sketchbooks, notebooks, visual development sheets, other digital material, constructions, samples, and personal reflective diaries and/or blogs as appropriate.

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

### **Delivery**

This unit will be delivered through a range of appropriately structured activities and assignments in order to provide students with a greater understanding of their specialist field and how it is situated within a broader context. A range of activities might include: lectures, discussions, workshops, demonstrations, visits or other supporting activities. Group critiques with peers and

tutors will promote reflective learning, along with group discussions where critical thinking skills will continue to be refined and advanced. Students should be encouraged to be autonomous in their approach to their learning and will be expected to conduct independent research in order to gain a sophisticated understanding of their personal creative practice and professional development. Facilities and learning resources will be available for students to access outside taught sessions.

For more information, please refer to the Delivery Guidance for this qualification.

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

### **Reading and resources list**

The centre will determine reading lists and all other associated resources for this unit.

### **Learning outcomes and grading grid**

This unit is graded as Pass or Fail and must be passed before moving onto the final unit, Unit 4.

Evidence submitted by the student must be assessed and graded against the criteria assigned to this unit. A student who submits evidence that fails to meet the Pass standard will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence prior to starting the next unit.

## Unit 3

### Grading grid

## Developing Specialist Practice

Achievement			
Criterion	Indicative Mapping to LO	Fail	Pass (L4)
<b>1. Context</b> Understanding and application of subject knowledge, and underlying principles	LO1 LO3 LO4 LO5	Insufficient understanding of subject knowledge and underlying principles.  Context lacks clarity in aims and purpose.	A developed understanding of key aspects of the subject context, is used appropriately to make informed judgements, articulate aims and clarify purpose.
<b>2. Research</b> Identification and investigation of a range of academic, ethical and cultural sources	LO1 LO5	Insufficient evidence presented of how research is used to inform and develop ideas.	A developed interpretation, and selection from varied sources is used to make an individual investigation, consolidating ideas and solutions for creative activities.
<b>3. Development of Creative Practice</b> Skills to enable the realisation of ideas, appropriate to creative practice.	LO2 LO5	Skills development and processes are neither explored or demonstrated.  Judgement and execution of techniques are poor and fail to communicate creative practice.	A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate to creative practice.
<b>4. Problem Solving</b> Solve problems and adapt to unforeseen challenges in the realisation of creative practice.	LO2 LO3 LO5	Insufficient engagement with seeking alternative approaches to solving problems.  Insufficient evidence of testing and impact.	Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within creative practice.
<b>5. Planning, progress and production</b> Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	LO1 LO3 LO4	Insufficient purpose or active reflection and planning.  Insufficient self-direction, subject engagement and evaluation against aims.	Developed understanding and implementation of active planning and reflection against aims. Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to all activities against timescales.
<b>6. Evaluation and Reflection</b> Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.	LO1 LO3 LO4 LO5	Insufficient evidence of ongoing and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision making.	A developed and considered ongoing and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.
<b>7. Communicating and Presenting a Creative Practice</b> Communicating and presenting a creative, individual or collaborative personal practice.	LO1 LO2 LO3 LO4 LO5	Insufficient or ineffective communication and presentation of ideas.	Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.

It should be noted that these are suggestions on how learning outcomes can be mapped. Learning outcomes are 'fluid' and as such, this grid is for guidance only.





# Unit 4

## Consolidating Practice

<b>Level:</b>	4
<b>GLH:</b>	180 hours
<b>TUT:</b>	450 hours
<b>Credits:</b>	45
<b>Assessment:</b>	Internally assessed and internally verified
<b>Grade:</b>	Fail/Pass/Merit/Distinction
<b>Resources:</b>	Centres must have the physical resources to successfully implement the programme including: adequate flexible or open access provision to appropriately equipped and updated art and design studio and specialist workshops, IT facilities, LRC and study support.





### Unit introduction

This unit aims to provide students with an opportunity to take control of their own learning and demonstrate their achievement by independently initiating, researching, completing and evaluating a project proposal and its realisation within their chosen professional context.

The choice of the proposed subject, subsequent research, and all relevant activity will be defined by the student. Learning support should only be provided through normal tutorials and seminars. The aims and aspirations of all students, including those with special needs, should be considered, and appropriate support mechanisms put in place.

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### Learning outcomes

On successful completion of this unit the student will be able to:

1. Initiate and develop a creative project proposal using a range of critical and contextual perspectives and approaches.
2. Use research, analysis and evaluation to develop ideas and solutions for a creative project.
3. Use appropriate methods and specialist skills in the realisation of a creative project.
4. Integrate practical, theoretical and technical understanding to solve complex problems in order to realise a creative project.
5. Plan, organise and maintain records of progress in the production of a creative project.
6. Maintain records of critical analysis, reflection and evaluation to inform own learning.
7. Use appropriate techniques and methods to communicate and present a creative project to an intended audience.

## Unit 4 Indicative content

### Consolidating Practice

#### Indicative content, teaching strategies and learning activities

The unit content will vary according to the specific demands of the student's chosen individual or collaborative project, which is derived from proposals that have been developed in consultation with tutors.

A continuous critical monitoring of the project's progress including self and peer assessment, group critiques and 1:1 reviews, will remain central to students successfully satisfying the demands of this unit and consolidating their own creative practice. Should the project be one of co-creation, individual roles must be evidenced as part of the collaborative experience.

Typical activities that students will be engaged with may include: workshops, location-based activities such as: field trips and gallery visits, planning, critical thinking and writing, practical exploration and experimentation, presentations etc.

#### Assessment and evidence requirements

This unit is internally assessed, internally verified and externally moderated through a student's portfolio of evidence against the unit outcomes using the grading grid. In planning the assessment opportunities, the centre should consider the guidance in the UAL Awarding Body Centre Handbook.

This unit requires students to produce a written project proposal of **approximately 500 words**, which should address the following:

- > A review of progress and achievement through Units 1 and 2 (Level 3) or Units 1 and 3 (Level 4) of the course
- > The project concept
- > Their approach to critical evaluation.

Students will need to balance ambition, time, and resources in the realisation of the project and a timetabled action plan must be included.

A bibliography is also required detailing all research sources.

Further information is provided in the section - **Project Proposal: Guidance for Students**

In addition to the requirements above, students may demonstrate that the learning outcomes have been met by submitting the following types of evidence:

- > Planning, research and ideas development presented in: sketchbooks, workbooks, digital format, note books, personal reflective diaries
- > Critical analysis, reflection and evaluation presented in: sketchbooks, workbooks, digital format, note books or personal reflective diaries
- > Project development and realisation presented in: sketchbooks, workbooks, digital format, visual development work, images, designs, media, artefacts, note books or personal reflective diaries
- > Implementing strategies considering presentation and communication of a personal self-directed project to a specified audience, presented in: sketchbooks, workbooks, digital format, note books, personal reflective diaries and any other appropriate format.

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

### **Delivery**

This unit is a self-directed project and students will be supported throughout the process via regular tutorials, peer reviews and meetings with their tutor. Lecturers may provide advice and assistance concerning project strategies, time management and technical issues.

For more information, please refer to the Delivery Guidance for this qualification.

### **Reading and resources list**

Reading lists and all other associated resources for this project will be determined by the student and self-defined in their project proposals.

### **Learning outcomes and grading grid**

This unit is graded as Fail, Pass, Merit or Distinction and will determine the overall grade for the qualification. The overall grade for the qualification is determined by the student's achievement in this unit.

Evidence submitted by the student must be assessed and graded against the criteria assigned to this unit. A student who submits evidence that fails to meet the Pass standard will be referred. The student has one further opportunity to redeem a referral by the submission of additional evidence within a timeframe agreed by the centre and confirmed by UAL Awarding Body. In this case, achievement will be capped at a Pass.

## Unit 4

### Grading grid

## Consolidating Practice

Criterion	Indicative Mapping to LO	Achievement	
		Fail	Pass
<b>1. Context</b> Understanding and application of subject knowledge, and underlying principles, with appropriate breadth and depth to support the project development and realisation.	LO1 LO4 LO6 LO7	Insufficient understanding of subject knowledge and underlying principles. Context lacks clarity in aims and purpose.	A developed understanding of key aspects of the subject context is used appropriately to make informed judgements, articulate aims and clarify purpose.
<b>2. Research</b> Identification and investigation of a range of academic, ethical and cultural sources	LO1 LO2 LO4 LO6	Insufficient evidence presented of how research is used to inform and develop ideas.	A developed interpretation, and selection from varied sources is used to make an investigation, consolidating ideas and solutions for creative activities.
<b>3. Development of Creative Practice</b> Skills to enable the realisation of ideas, appropriate to creative practice.	LO3 LO4 LO6	Skills development and processes are neither explored or demonstrated. Judgement and execution of techniques are poor and fail to communicate creative practice.	A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate to creative practice.
<b>4. Problem Solving</b> Solve problems and adapt to unforeseen challenges in the realisation of creative practice.	LO2 LO3 LO4 LO5 LO6	Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.	Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within creative practice.
<b>5. Planning, progress and production</b> Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment.	LO1 LO3 LO4	Insufficient purpose or active reflection and planning. Insufficient self-direction, subject engagement and evaluation against aims.	A developed understanding and implementation of active planning and reflection against aims.  Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to all activities against timescales.
<b>6. Evaluation and Reflection</b> Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills.	LO2 LO5 LO6 LO7	Insufficient evidence of ongoing and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision making.	A developed and considered ongoing and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas.  A realistic and developed level of analysis is used to evaluate own practice and communicate progress.
<b>7. Communicating and Presenting a Creative Practice</b> Communicating and presenting a creative, individual or collaborative personal practice.	LO1 LO2 LO3 LO4 LO5 LO6 LO7	Insufficient or ineffective communication and presentation of ideas.	Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.

It should be noted that these are suggestions on how learning outcomes can be mapped. Learning outcomes are 'fluid' and as such, this grid is for guidance only.



Achievement	
Merit	Distinction
Confident and highly developed understanding and knowledge of subject context and relevant debate, is used to communicate sound judgements, articulate aims, and clarify purpose.	Exceptional understanding and knowledge of subject context is used to communicate complex concepts, challenge ambitions, and articulate purpose to extend intellectual enquiry.
Confident and highly developed research and investigation of varied relevant sources are used effectively in the interpretation and synthesis of information to support and develop ideas and solutions for creative activities.	Exceptional level of sustained research and investigation of varied relevant sources leads to an insightful interpretation and synthesis of information to support and develop ideas and own creative practice.
A confident and highly developed understanding and application of relevant processes, skills and knowledge are used effectively to extend enquiry and develop and realise creative solutions; showing a consistent command of varied techniques appropriate to creative practice.	Exceptional understanding and application of relevant processes, skills and knowledge, are used effectively to demonstrate an aesthetic awareness and an imaginative and flexible approach to extensive enquiry, leading to ambitious and inventive solutions appropriate to creative practice.
Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems. Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.	Demonstrates exceptional initiative in balancing the complexities of theoretical and practical problems, autonomously implementing creative solutions. Adapts positively to the impact of unanticipated practical and theoretical challenges, using inventiveness and ambition to achieve identified goals
A confident and highly developed understanding of active planning and reflection showing a coherent and reasoned response to own learning and progress Self-direction and negotiation are evidenced clearly to show high levels of subject engagement and commitment in the timely realisation of aims.	Consistently demonstrates an exceptional responsibility for own learning and development through iterative cycles and well-articulated purposeful analysis and planning.  Self-direction, negotiation, subject commitment and engagement are supported by extensive evidence of impacts; and aims are realised within a set timeframe.
Confident, highly developed ongoing and summative critical reflection, analysis, interpretation, and evaluation are used to develop an independent synthesis of information and application of reasoned decision making for the consolidation of ideas.	Exceptionally developed ongoing and summative critical reflection and evaluation. Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.
Confident and highly developed selection and organisation of ideas, demonstrating an ambitious use of available resources to effectively communicate and present creative practice to an intended audience.	Exceptional understanding of the nature and strengths of appropriate communication media. Information has been selected, organised and presented showing a highly-developed awareness of context and audience. Message and medium are unified; communication is persuasive and compelling, taking full account of own creative practice.

# Guidance for students

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The information on the following pages provides guidance on writing the project proposal for students studying towards the UAL Foundation Diploma in Art and Design (Unit 4)



'Impaired' by Jennifer Chu, Central Saint Martins

## Unit 4 Guidance for students

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In producing the project proposal, and in preparing for the project realisation, you should familiarise yourself with Unit 4. In particular, you should understand the learning outcomes and grading criteria, which will be used to determine standards of achievement.

Unit 4 requires you to produce a project proposal of approximately 500 words, excluding the project action plan, timetable and bibliography. Project proposals should not be so succinct that they do not address the requirements listed below, nor should they be excessively long and unfocused. Your project proposal should be sufficiently challenging to ensure you have the best possible chance of meeting the grading criteria.

### **Your project proposal should include:**

- > Centre name and number
- > Candidate name and number
- > Project proposal title and date
- > Specialist discipline e.g. art, fashion, illustration etc.

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### **Section 1: Rationale (Approximately 150 words)**

In this section, you must reflect on, review and summarise your progress and achievement throughout the course. It provides the opportunity to express the knowledge, skills and understanding you have acquired, and what it means to you now, compared with when you started the course. It also provides an opportunity for you to explain your reasons for choosing a particular discipline and to outline your longer-term

aspirations. You should reflect upon how your choice of a particular discipline has informed your project proposal.

### **Section 2: Project concept (Approximately 250 words)**

In this section, you must clearly explain the concept and aims of your project, the ideas that will support and nourish its development, the research that you will undertake, what you anticipate producing, the levels and types of resources that you will need and an indication of the form in which you will present the project realisation. You should recognise that throughout the project realisation you may, in response to the evolution of your ideas and/or the availability of facilities and materials, make decisions which result in changes to the project concept and aims. It is important that any process of change is documented in both the work itself and through supporting records, e.g. a personal reflective journal.

### **Section 3: Evaluation (Approximately 100 words)**

In this section, you must explain how you will reflect on and evaluate your work throughout the project development as well as at the conclusion of the project. The critical review should reference the project aims and be reflective and analytical of learning and achievement, rather than a narrative of actions completed.

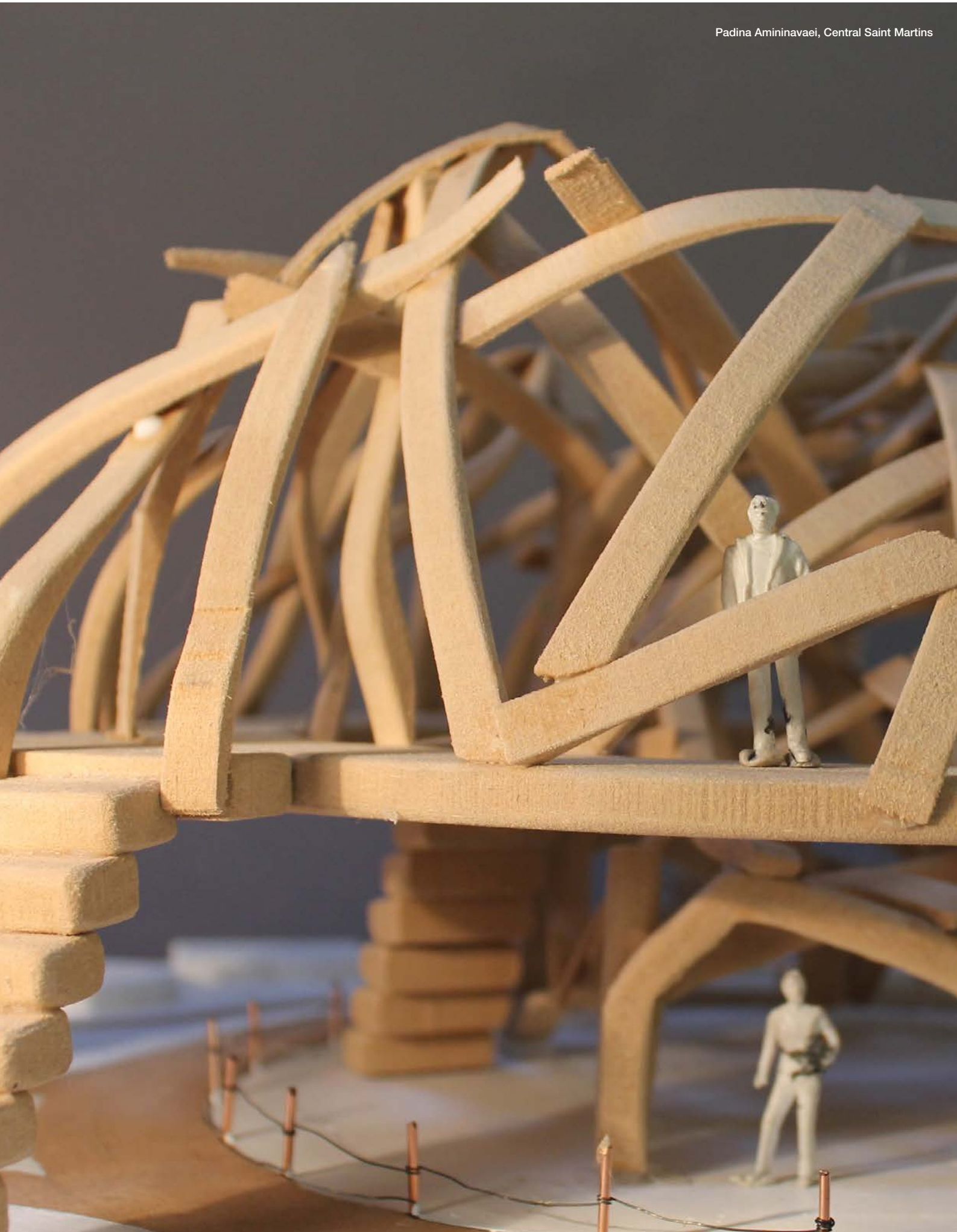
### **Additional requirements (not included in the 500-word limit of the proposal): Project action plan and timetable**

In this section, you must outline the sequence of actions necessary to progress the project over a period of weeks so that it may be brought to a successful conclusion within the agreed time-frame. It is important that you consider the ambition, scope and time carefully to ensure that your project is realistic.

### **Bibliography (Harvard format)**

In this section, you must record the research sources that you have used. You should record your initial research sources for the project proposal and then continuously update the bibliography as the project progresses.





# Glossary of terms

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This glossary has been provided as an aid to help you to understand the terms used in the specification, learning outcomes and assessment grids.

## **4 Dimensional**

The exploration of narrative and images by time-based processes such as film, animation, and photography.

## **Alternative**

A choice of two or more things, propositions, courses of action that are different or unusual and offers the possibility of choice.

## **Analyse**

Break the subject or complex situations into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important; reference to current research or theory may support the analysis.

## **Analysis**

The breaking down of exploration, ideas and resolutions to be able to assess the potential of each.

## **Appropriate**

Suitable or fitting for a particular purpose.

## **Apply**

To make use of, relevant, suitable skills or knowledge, for a particular purpose.

## **Audience**

Specific to whom images and ideas would be directed at. For example -applications to Higher Education Centres, external clients, gallery, retailers, marketing companies.

## **Benchmarking**

A benchmark acts as the minimum threshold of performance and can be used to ensure that all pathways are being measured using the same minimum requirements.

## **Breadth**

A broad array; range or extent.

## **Complex**

A problem specific to the vocational area that has several interrelated elements.

## **Concept**

A general notion formed by considered or intuitive thought process. The formative stage of ideas.

## **Contextual/ Context**

The analysis, evaluation and understanding of the broader context/situation within which the line of enquiry may be situated.

## **Creative Practice**

Could include, but not limited to practice within the areas of fine art, interactive arts, graphics communication, photography/lens-based media, fashion/textile design, three-dimensional design, and Media.

## **Creative Process**

Term used to describe the essential steps for the development of ideas.

## **Critical**

**Critical thinking:** the objective analysis and evaluation of an issue in order to form a judgement.

**Critical reflection:** a purposeful activity for making considered changes and improvements to practice, knowledge and meanings made from learning

**Critical analysis:** an expression of the writer's opinion or evaluation responding to, interpreting meaning, and making judgements about specific creative practice.

**Critical evaluation:** a piece of writing and/or recording using appropriate language to look at the project as a whole and discuss its successes and weaknesses, thereby helping others to understand to what extent the initial aims were achieved.

### **Describe**

Defines, explains the topic or activity giving detailed information.

### **Demonstrate**

To make evident the application and ability of skills, or the understanding of knowledge.

### **Depth**

The extent to which specific topics are focused upon, amplified and explored.

### **Develop**

To identify and build on an idea.

### **Developed**

Advanced or elaborated to a specified degree.

### **Differentiate**

Identifies the differences between two or more things.

### **Disciplines**

Could include but are not limited to practice within the areas of fine art, interactive arts, graphics communication, photography/lens-based media, fashion/textile design, three-dimensional design, and Media.

### **Ethics**

The moral principles, and values that define what is good for individuals, society and the planet, and that govern our behaviours and decision making.

Students should give consideration to the impact of their practices on individuals (fellow students, intended audiences) the environment (studio, local, global) and living things (animal, plant, nature etc).

### **Evaluate**

Examine strengths and weaknesses, arguments for and against and / or similarities and differences; judge the evidence from the different perspectives and make a valid conclusion or reasoned judgment; apply current research or theories to support the evaluation when applicable.

### **Exceptional**

Unusually good; outstanding.

### **Experimentation**

Trial of different methods and techniques.

### **Formative Assessment**

A form of assessment that refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

### **Indicative**

Serving as a sign or indication of something. 'Indicative content' in this sense refers to suggested activities, processes and themes for exploration within the curriculum.

### **Innovation**

A new (to the student) and different approach discovered and developed by the student and applied to their work that influences meaning and presentation in a positive way.

### **Interim Assessment**

Ongoing assessment that can take place prior to formative or summative assessment.  
(1) evaluate where students are in their learning progress  
(2) determine whether they are on track to performing well on future assessments

### **Internal Moderation**

A process of ensuring the maintenance of standards, consistency of marking and fairness to students across all specialisms within the qualification.

### **Internal Verification**

The process of ensuring that everyone who assesses a particular qualification in a centre is assessing to the same standards.

### **Outcome**

Creative products or an end result.

**Plan**

A detailed proposal for doing or achieving something.

**Practical skills**

Skills performed by hand or with human intervention using equipment, tools or technology requiring guidance, force or movement.

**Presentation**

How work is organised, showed or explained to an audience.

**Problem solving**

At this level students are expected to find solutions to problems that are complex and non-routine. The process of finding solutions to complex and non-routine ideas.

**Production**

The process of transforming tangible inputs (e.g. materials) and intangible inputs (e.g. ideas) into a creative product or end result.

**Project**

A self-directed, large-scale activity requiring planning, research, exploration, outcome and review.

**Range of**

A variety, an assortment, gamut.

**Reflection**

Considers own actions, experiences or learning and the implications of this for their practice and/or professional development. This allows students to reflect on their own skills and knowledge and use that to progress or make improvements. skills and development and make suggestions for their own development.

**Relate**

To link or make a connection.

**Relevant**

Closely connected or appropriate to what is being done or considered.

**Research**

Identify and collect data or information about a subject and present it in a codified or structured form. Research does not imply any analysis of the data collected, although that may be implied by the context. Research does not imply any judgement about the data collected but may well be combined with related verbs (analyse, evaluate) to ensure that these actions take place.

**Solve**

Find an answer to, explanation for, or means of dealing with a problem, mystery etc.

At this level students are expected to draw on their practical, theoretical or technical knowledge to address/inform actions and problems in a range of contexts and situations. Problems are expected to be complex and non-routine but well-defined.

**Solution**

A particular instance or method of solving; an explanation or answer to an identified questions or problem.

**Specialist Practice**

The process whereby the student exercises individual control and reasonable responsibility over the creation, communication and presentation of creative outcomes within a chosen specialist discipline.

**Standardisation**

The process by which the centre ensures the alignment of standards for Fail, Pass, Merit and Distinction grades across the various qualification pathways.



Foundation Diploma in Art and Design  
Level 3 and 4 specification

**Summative Assessment**

A form of assessment used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, program, or academic year.

**Synoptic assessment**

A form of assessment which requires a student to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.

**Technical problems**

Problems that arise through the use of materials, machinery and equipment, can be traditional or digital.

**Theoretical problems**

The interrogation of ideas or the theory of a subject or area of study rather than its practical application.

**Understand**

Use practical, theoretical or technical understanding to address problems that are well defined but complex and non-routine

**Various**

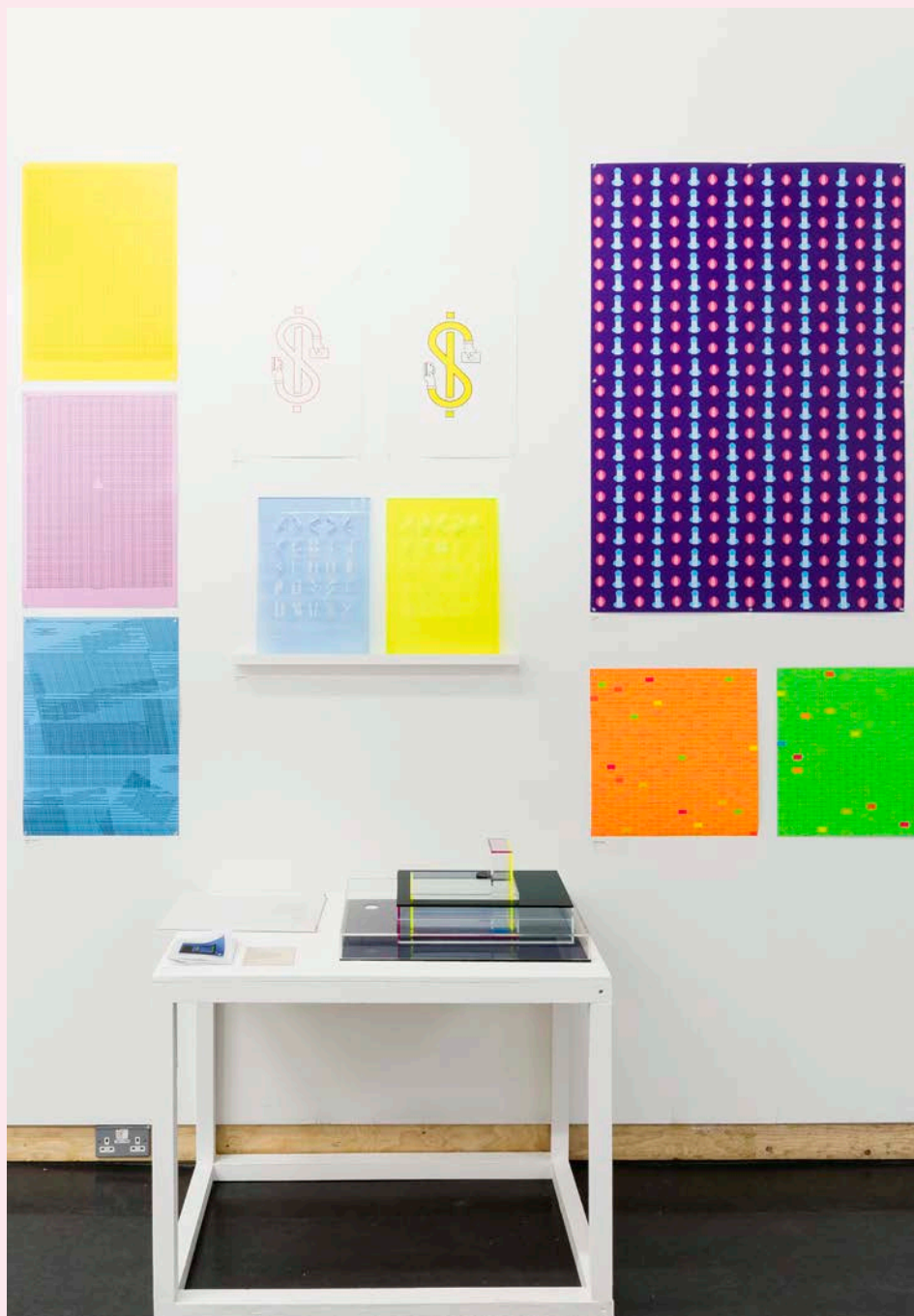
Of different kinds, several, many.

**Visual language**

The language of visual communication, expressed through its formal elements (e.g. line, shape, form, tone, texture, pattern, colour) to produce images and objects that embody meanings, messages, feelings and ideas.

**Walkthrough**

The act of talking students step by step through an example assessment experience such as a project or assignment.



Central Saint Martins Foundation Art & Design Show 2017

# Resources and support

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## Documents

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UAL Awarding Body provides centres with a range of resources to help them prepare for and deliver our qualifications, including:

### Qualification specification

This document is for anyone interested in the details of the qualification(s). It provides information on the structure and content of qualification(s) and also includes information on assessment, moderation and the administration of the qualification(s).

### Delivery Guidance

This document offers practical guidance for tutors who wish to devise and deliver the qualification.

### Centre handbook

This document is for centres and is designed to be a reference tool with information on what is required in order to deliver our qualifications. It also contains information specific to managing and delivering the qualifications including specific quality assurance requirements.

## Forms

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UAL Awarding Body provides centres with a range of resources to help them prepare for and deliver our qualification, including:

- > Candidate Authentication Form
- > Reasonable Adjustments Request Form
- > Special Consideration Form.

Forms can be downloaded from the UAL Awarding Body website: [www.arts.ac.uk/awarding](http://www.arts.ac.uk/awarding)

## Support for centres

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UAL Awarding Body provides a range of training and development activities throughout the year to support centres in delivering our qualifications. These include:

### Conference

UAL Awarding Body holds an annual conference, with specific content for each subject area. The day includes presentations from inspiring guest speakers, briefings on changes to UAL Awarding Body qualifications and the education landscape, sharing good practice and networking.

### Delivery group

These events are designed to support newly approved centres to commence delivery in the next academic year. Centres discuss delivery models and review assessment materials for the coming year.

### Standardisation events

Standardisation events allow centres to align their understanding of the national standards for Fail, Pass, Merit and Distinction grades across qualifications. Attendees are invited to look at previously graded, internally verified and externally moderated work from a centre.

### Newsletter

Invitations to these events, as well as updates from UAL Awarding Body and the wider sector, are sent through the monthly newsletter. You can sign up for the newsletter by emailing: [comms.awarding@arts.ac.uk](mailto:comms.awarding@arts.ac.uk)







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'Self-Identity' by Nayiri Gharibian Saki, Central Saint Martins



# Want to find out more?

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